

**BOARD OF REGISTERED NURSING  
Education/Licensing Committee  
Agenda Item Summary**

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**AGENDA ITEM:** 10.1  
**DATE:** June 13, 2008

**ACTION REQUESTED:** Approve/Not Approve: Education/Licensing Committee Recommendations

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:** The Education/Licensing Committee met on January 17, 2008 and makes the following recommendations.

**A. Continue Approval of Nursing Education Program**

- Cuesta College Associate Degree Nursing Program
- Los Angeles Trade Tech College Associate Degree Nursing Program
- Los Angeles Valley College Associate Degree Nursing Program
- Napa Valley College Associate Degree Nursing Program
- West Hills College Lemoore Associate Degree Nursing Program – Progress Report

**B. Approve Major Curriculum Revision**

- Los Angeles Trade Tech College Associate Degree Nursing Program
- San Joaquin Valley College LVN to RN Associate Degree Nursing Program

**NEXT STEP:** Notify Programs of the Board Action

**FISCAL IMPLICATION(S),  
IF ANY:** None

**PERSON(S) TO CONTACT:** Miyo Minato, MN, RN  
Nursing Education Consultant  
(626) 575-7080

## **Education/Licensing Committee Recommendations From meeting of May 8, 2008**

### **Approve Education/Licensing Committee Recommendations:**

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#### **A. CONTINUE APPROVAL OF NURSING EDUCATION PROGRAM**

- **Cuesta College Associate Degree Nursing Program**

**Linda Harris, MSN, RN, is the Interim Director of Nursing. Marcia Scott, Asst. Director, represented the program.**

M. Minato, NEC, conducted a continuing approval visit on March 11 and 12, 2008 at Cuesta College ADN Program. The program was in compliance with Board rules and regulations. One recommendation was made in CCR Section 1424(d) Resources.

The Cuesta College received four generous grants since the last continuing approval visit in 2003: Chancellor's Enrollment Growth; Chancellor's grants for Faculty Recruitment; WIA Enrollment Growth; and Well Point WIA grant for retention. With these grants, the program admitted 56 students annually starting in 2005. Additionally, about the same time, the department has added other health care programs and the Program Director covers five other allied health programs in addition to the RN Program (LVN, EMS, CNA, Medical Assistant, and Psych-Technician). To provide additional administrative support, Department Chair position was added with 40% faculty release time. The Assistant Director position, also, has 20% release time. Currently, the Asst. Director, also, serves as Department Chair.

The Cuesta College faculty works closely with the community and has a core part-time to develop and implement their Caring curriculum. Although the program has increased full time faculty, their part-time numbers has increased to support the additional enrollment (7FT; 12PT). Another successful addition to their program is the "Clinical Assistant" program, in which the hospital provides a staff RN to act as teaching assistant to the faculty in the clinical area, providing additional supervision and learning opportunities for students. This position serves to recruit RNs for clinical teaching faculty, and students spoke highly of their CTA's (9).

One of the grants awarded to Cuesta College was a grant to implement a comprehensive retention program that includes Retention Specialist position that provides guidance and support for remedial and tutorial needs of students. Their data show that their retention for this year is at about 8% compared to attrition in the 30% rate previously. Cuesta College received three other grants to strengthen and expand their nursing program. With these programs funded by grants, concerns arise as to the sustainability of these programs. A recommendation was made related to evaluating and considering sustaining budget for their successful Retention Specialist program that lowered their attrition rate so significantly. Cuesta College has maintained consistently high NCLEX pass rate at 96 – 97%.

**ACTION: Continue Approval of Cuesta College Associate Degree Nursing Program.**

- **Los Angeles Trade Tech College Associate Degree Nursing Program**

**Rita Weingourt, PhD, RN, is the Program Director; Carolyn Washington and Christine Chandler, faculty members were present.**

On May 16, 2007 Miyo Minato, NEC made an interim site visit to LA Trade Tech College (LATT) ADN Program. Pursuant to findings from this visit, a continuing approval visit was scheduled for Fall 2007. On October 17 and 18, 2007, a program visit was made. The program was found in non-compliance with Section 1424(b)(1) Evaluation Plan and Section 1426(b) Curriculum. One recommendation was made: Section 1424(d) Resources.

The program submitted a final progress report along with a major curriculum revision proposal to address non-compliances identified at the October visit. The report indicated that a four-member Program Evaluation Committee was formed in November 2007. An addendum to the report was submitted on April 25, 2008, that showed data from implementation of the evaluation plan. Addendum report showed a data collection tool to track the progress of each student for attrition and NCLEX pass rates. This tool has been used since February 2008. This committee plans to revise their program evaluation tool by December 2008. Money from the State Chancellor's Grant is allocated for 0.2-position to chair this committee to supervise data collection and analysis activities. The report received on April 25 showed that they are implementing the evaluation plan and are planning to add additional review of their program.

Program Director continues to work closely with Dean Barajas with decisions related to program needs. Additionally the program has added six new faculty members. LATT has implemented changes to their admission, passing standards, and comprehensive standardized testing to help identify high-risk students, develop remediation plan, and to improve the NCLEX pass rates.

The final progress report and attachments definitely show progress. The LATT faculty worked to complete a major revision to meet their Fall 2008 implementation date. NEC met several times with LATT faculty to assist with the curriculum change. The latest packet shows evidence of compliance with the Board's requirements. The major curriculum proposal is described in Agenda Item 4.1.

**ACTION: Continue Approval of Los Angeles Trade Technical College Associate Degree Nursing Program.**

- **Los Angeles Valley College Associate Degree Nursing Program**

**Mary Cox is the Program Director, since 11/02/ 2004**

B. Caraway and M. Bedroni made a continuing approval visit on March 17 –18, 2008 at LA Valley College ADN Program. The program was found to be in compliance with all the Board's rules and regulations. Three areas of recommendations were given: Section 1426(d) Curriculum, Section 1428(a) Student Participation, and Section 1424(i) Use of Non- Faculty (preceptors)

The program underwent several changes such as the course of instruction, faculty involvement, program evaluation, student selection process, student orientation, ongoing student assessment, and effective remediation process. The faculty also maximized their involvement in campus governance and within the department to impact the decision making which effect students learning.

The new nursing curriculum is given concurrently in two tracks (Track I and Track II) for three semesters. The new Curriculum is much improved; syllabi contains course and unit competencies that clearly relate to course content both in theory and clinical. Course unit competencies and clinical and didactic learning activities were designed to address the eight core competencies. Achievement of these competencies is measured by the student's satisfactory clinical performance, achievement of a course grade of 75% or higher on standardized ATI testing.

The program has a preceptor experience in their fourth semester. At the time of the visit, records of preceptors were incomplete and there was no systemic method used to maintain preceptor records. The program need to review the system to maintain accurate records of preceptors. Students ' responses to the preceptor was positive, stating that it help them to be prepared to assume the RN responsibilities.

The program identified high attrition rates and identified three notable causes were attributed to the lack of admission criteria, the use of a wait list selection system, and changing to the college-compressed schedule. Effective Spring 2006, the Chancellor's Office Validation Study was

instituted as the admission criteria for the nursing program. Additional interventions have been utilized such as the test of Essential Academic Skills (TEAS), Assessment technologies Institute (ATI), and remediation plans.

The program's NCLEX pass rate from 2003-2007, ranged from a low of 72% (2006) to the current high of 85%. While developing the new curriculum, efforts were made to include content of the NCLEX blueprint in each course.

Multiple grants are operational within the department. A new Health Science building is slated for completion in June 2008. An extensive equipment list has been submitted and laboratories.

**ACTION: Continue Approval of Los Angeles Valley College Associate Degree Nursing Program.**

- **Napa Valley College Associate Degree Nursing Program**

**Margaret M. Craig MSN, RN Associate Dean; Amy LaPan, Dean at Napa Valley College**

An approval visit was conducted on March 3, 4, 5, 2008 by J. Wackerly and K. Daugherty, NECs. The program was found to be in compliance with the Board's rules and regulations. The following recommendations were given: 1424 (f) release time for assistant director; 1424 (b) challenge policy student handbook; 1424 (b) (1) evaluation; pattern-trends, analysis, outcomes; 1424 (d) sufficient administrative resources; 1424 (h) update faculty approval Peds; 1426 (b) NPA scope of practice including standards of competent performance and standardized procedures; 1426 (d) faculty implement NPA professional nursing practices management and leadership first and second year; 1429 (c) 1443.5 standards of competent performance; 2786.6(a) specific policy and procedure for challenging nursing courses.

Fall 2006 Napa Valley College in partnership with Solano Community College nursing programs received a major five-year grant to establish the Center for Nursing Expansion and Innovation (CNEI). The five-year grant funds were awarded by the Chancellor's Office of the Community College system and Workforce Investment Act Funds, as well as Economic Development Funds. Other significant contributors to the nursing program are Napa Valley College Foundation, Napa Valley Vintner's Association, Well Point Nursing Endowment, and matching funds from partner hospitals: Dept Veteran Affairs Yountville, John Muir, Mt Diablo Health Systems, Vallejo and Walnut Creek Kaiser Permanente, North Bay Healthcare, Queen of the Valley hospital, St Helena Hospital, and Sutter-Solano Medical Center.

The major program events, changes, and improvements include the above expanded partnerships, the summer of 2005 renovation of the Health Occupation Division office and classroom space, demanding reporting requirements of the Workforce Investment Board (WIB) and the Chancellors office. The WIB has 14 objectives of the grant including development of new programs that are not part of the regular ADN Program. For example the most demanding objective requires the nursing program faculty to offer NCLEX preparation to at least 30 NCLEX eligible candidates a year. Most of the candidates recruited for this NCLEX project are internationally educated and have major ESL challenges. The WIB Grant includes a counselor to help students succeed. The major benefit of the Grant has been the Wine Country Regional Simulation Center described above. Another grant allowed the program to update the campus basic skills lab and to develop a computer lab; and this grant gave the nursing program additional resources to accept an additional cohort of students. The nursing program is moving to implement the new Chancellors Office Directives to require applicants to be better prepared to succeed when entering an Associate Degree Nursing Program.

**ACTION: Continue Approval of Napa Valley College Associate Degree Nursing Program.**

- **West Hills College, Lemoore, Associate Degree Nursing Program**  
**Nancy Hoff, M.S.N., RN, has served as the program's consultant and interim Director. Charles Freeman has been BRN-approved and appointed Director effective April 7, 2008; Dr. Carole Goldsmith, Workforce Development.**

The Board accepted the feasibility study for an ADN program from West Hills College Lemoore (WHCL) on September 15, 2006. The ELC voted to grant initial approval at its January 17, 2008, meeting after a discussion regarding what needed to be in place prior to the admission of students. The program was sent a letter on January 23, 2008, outlining the specific regulations involved and specifying the timeframe during which they were to be addressed. The program appeared at the Board meeting February 22 to give a status report. The program was granted initial approval by the Board at this meeting. Included was the provision that the program develop a timeline for securing clinical facilities and for the hiring of a director, assistant director, and faculty prior to admission of students.

The program updated the Committee today with its faculty/clinical placement plans, including the faculty's full or part-time status.

- To date, the program has submitted approval forms for a director and faculty. Mr. Freeman has been approved as the director.
- Medical/surgical nursing with geriatrics as integrated content and maternity nursing are taught during the first year of the program. The faculty is comprised of two faculty who qualify as Instructors (both in med/surg, one also in geriatrics), six who qualify as Assistant Instructors (none in geriatrics), and five as Clinical Teaching Assistants (only one in geriatrics). There is no Instructor for obstetrics. As Pediatrics in the 2<sup>nd</sup> year, there is time to recruit qualified Peds faculty.

The program has submitted a brochure that reflects that the Learning Labs are optional, that the total nursing program units are 77.5-79.5, and clearly that the total degree units are 80.5-85.5.

Suggestions have been provided to the program to assist in language that will address all component of CCR 1427 related to clinical agreements. Clinical contracts are signed.

If students are admitted to the fall semester 2008, the NEC will conduct interim site visits in spring 2009 and 2010 prior to the first cohort of students completing the second and fourth semesters of the program.

**ACTION: Continue Approval of West Hills College, Lemoore, Associate Degree Nursing Program. NEC to make interim visit in spring 2009 and 2010 prior to students completing second and fourth semesters of the program.**

## **B. APPROVE MAJOR CURRICULUM REVISION**

- **Los Angeles Trade Technical College Associate Degree Nursing Program**  
**Rita Weingourt, PhD, RN, is the Program Director; Carolyn Washington and Christine Chandler, faculty members at LATT were in attendance.**

On April 25, 2007, the program resubmitted a major curriculum proposal responding to the non-compliance findings related to CCR Section 1426(b) at the October 2007 Board's continuing approval visit. This curriculum proposal is based on the Curriculum Model adopted by the LA Community College District nursing programs. LA Valley College has already implemented this curriculum. The faculty at LATT used the curriculum model as their basis and adopted it to fit their philosophy and their conceptual framework.

The program revised the philosophy, conceptual framework, and program terminal objectives to reflect the new curriculum. Their conceptual framework incorporates the National League of Nursing's Roles of Practice for AD Nursing, which provides the basis for curricular development

from simple to complex concepts. The NLN Roles (Professional Behaviors; Communication; Assessment; Clinical Decision Making; Caring Interventions; Teaching and Learning; Collaboration; and Managing Care), Maslow's Needs, and Nursing Process are the major concepts in the curriculum. Communication, Ethics, Culture, Leadership, and Technology are strands that are threaded through all courses. The syllabi show an Integration of case studies and simulation activities into the new curriculum.

Major changes are:

- 16 week Fundamentals course will be two separate 8-week courses: Introduction and Fundamentals.
- Pharmacology is strengthened, offered in 16 weeks, and added clinical component, emphasizing safe medication administration.
- Medical-Surgical courses are offered in each course starting in the second semester and a final preceptored course in the last five weeks of the program.
- Psych-Mental Health is brought to the second semester and presented with Geriatrics/Community based nursing as two eight-week courses.
- Maternal Nursing is in the third semester.
- Pediatric Nursing is offered in the last semester along with Advanced M-S course.

The new curriculum requires 65/66 units, an increase of two units, for Content Required for Licensure. Nursing units are 38 units (20 unit Theory, increase of 2 units; 18 unit Clinical). Communications (6 units) and Sciences (21/22 units) remain unchanged. Total units required for Graduation is 73/74 units.

**ACTION: Approve Major Curriculum revision for Los Angeles Trade Technical College Associate Degree Nursing Program.**

- **San Joaquin Valley College LVN to RN Associate Degree Nursing Program**

**Janine A. Spencer, Ed.D., is the Director of the Nursing Program and Mary Ann Duncan, M.S.N., who was the Interim Director, is now the program's Assistant Director.**

The Board granted initial approval to San Joaquin Valley College's (SJVC) LVN to RN program at its December 2, 2005, meeting. The program returned to the Board in November 2007 due to the various concerns expressed by students and the length of time that there was no Assistant Director. The Board's action was to grant Continuing Approval in response to the significant efforts made by the program to resolve these issues and the appointment of Dr. Spencer as Assistant Director. Dr. Spencer has now been appointed Director of the program.

The first cohort of students (24) completed the program in October 2007. Their NCLEX pass rate as of 12/31/07 is 86%. The second cohort of students (11) who started the nursing courses in September 2007 will complete the program in August 2008. There are 14 students now enrolled in the third cohort.

SJVC is now requesting approval to offer a two-year associate degree nursing program. This is a response to one employment survey in 2007 that revealed a need for 684 more registered nurses in this geographic area. Another survey indicated that over 1,200 qualified applicants were not able to enroll in existing programs.

If approved, 24 generic students who have completed the prerequisite courses would be enrolled in the first term nursing courses September 9, 2008, and would be expected to complete the program May 9, 2010. The fourth cohort of LVN to RN students (12-15) would also start their program in September with an expected completion date of July 7, 2009.

The program has adapted and adopted components of the California Community College Chancellor's Office ADN Curriculum Model, including courses, while retaining some components of the original LVN to RN program. The prelicensure generic nursing program will consist of 54 semester units in Nursing (30 theory, 24 clinical), 6 units of communication, and 22 units of science for a total of 82 units. The two degree courses of Philosophy (Ethics) and Computer Concepts remain, for a total degree program of 88 semester units.

The program is using a fifteen-week semester, but the class hours are offered over a twenty-week term. The nursing program currently consists of two terms of the communication and science courses and two terms of nursing courses for a total of four such twenty-week terms for the LVN students. In the proposed generic curriculum, students will complete the science and communication courses and then enroll in four terms of nursing courses.

The program plans to continue to provide clinical experiences over the weekend, but is adding some facilities that are only open Monday through Friday. The Family HealthCare Network has been added as a clinical site because it has general practice, women's health, and pediatric clinics at a variety of locations in the central valley.

The program has evaluated the impact such an expansion would have at the Visalia campus, and continues to plan the skills lab schedule, the classroom space, and the educational support resources such as the computer lab and library.

**ACTION: Approve Major Curriculum revision for San Joaquin Valley College LVN-RN Associate Degree Nursing Program to start generic Associate Degree Nursing Program.**

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.2**  
**DATE: June 13, 2008**

**ACTION REQUESTED:** Ratify Minor Curriculum Revisions

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:**

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 2.1 California State University, Sacramento, Baccalaureate Degree Nursing Program
- 2.2 San Francisco State University, Baccalaureate and Entry Level Master's Degree Nursing Programs
- 2.3 University of San Francisco, Entry Level Master's Degree Nursing Program (CNL Track)
- 2.4 College of San Mateo Associate Degree Nursing Program
- 2.5 Maric College Associate Degree Nursing Program
- 2.6 Palomar College Associate Degree Nursing Program

**NEXT STEP:** Notify programs of the Board action.

**FISCAL IMPLICATION(S),  
IF ANY:** None

**PERSON(S) TO CONTACT:** Miyo Minato, MN, RN  
Nursing Education Consultant  
(626) 575-7080



**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: March 20, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
<p>California State University, Sacramento, ADN-BSN Collaborative Option</p> <p>California State University, Sacramento, BSN Program</p>	K. Daugherty, NEC	4/14/08	<p>BRN CRL and TCP forms updated to reflect changes in course numbering, course titling, and degree requirements on both campuses.</p> <p>Effective Fall 2008, implement minor editorial and content changes in the program philosophy, organizing framework, program purpose and objectives across all program options. Replace reciprocal adaptation theory and strengthen integration of Watson's theory of caring in addition to explicit definitions for existing major program values such as caring, integrity, multiculturalism/diversity, professionalism, and the new addition of the value of scientific advancement, innovation/technology and evidence based practice in health care delivery systems.</p>
San Francisco State University, BSN and ELM Program	K. Weinkam, NEC	12/18/07	The units from the nursing skills lab course, N314, will be reduced from 3 to 2 semester units to reflect deletion of content related to health assessment. Health assessment will now be presented in its own one-unit course, N316.
University of San Francisco, ELM Program	K. Weinkam, NEC	2/27/08	<p>A clinical course has been developed, N605, for 2 units, to accompany the Health Assessment theory course.</p> <p>Courses N626, 627, 631, and 632 (16 units) in the third and fourth semesters contained both medical/surgical and pediatric content. Med/surg and pediatrics will now be offered separately as N618, 619, 635, 636 (12 units, third and fourth semester, med/surg) and N637 and 638 (4 units, fourth semester, pediatrics).</p> <p>N649 Internship (4 units) for the Clinical Nurse Leader will no longer be offered in the fifth semester. Students will now take the licensing exam after the fifth semester and then continue in an added sixth semester in post-licensure N651 CNL Role Implementation (1 unit) and N649 Internship (1 unit) to complete degree requirements.</p>

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: March 20, 2008**

SCHOOL NAME	APPROVED BY	DATE APPROVED	SUMMARY OF CHANGES
			Ten courses in this graduate degree program were identified as containing prelicensure content. The program will no longer consider them prelicensure. The remaining nursing courses' content has been reviewed to ensure that Section 1426(d) and (e) content is covered in the courses that will be designated prelicensure. This change reduces the program's prelicensure nursing units from 64 semester units [44 theory, 20 clinical] to 43 semester units [25 theory and 18 clinical] for a total prelicensure program of 75 semester units. The total for the master's degree remains 99 semester units.
College of San Mateo ADN Program	K. Weinkam, NEC	4/2/08	What were formerly "open skills labs" will now be aligned with the currently required nursing courses. The four courses will be offered as Nurs 881 on a pass/no-pass basis for a variable unit value of 0.5-1.5 units per semester with a range of 2-6 units total. Math and Chemistry (5 and 4 units, respectively) are now degree requirements. The range for prelicensure units is 70 to 74 units, and 89 to 93 units for the degree.
Maric College ADN Program	M. Minato, NEC	3/17/08	The College notified the name change of Maric College, San Diego Campus, to Kaplan College, <u>effective August 18, 2008</u> . The reason for the name change is to standardize the name used by the parent organization, Kaplan University.
Palomar College ADN Program	B. Caraway, NEC	3/25/08	The Nursing Faculty at Palomar College changed the N110- LVN-RN transition course from 2 unit theory only to 1 unit theory and 1 unit clinical. These changes will assist the LVNs to be successful in their role transition to RNs by having more hands on care planning practice and head to toe assessment skills. These changes will go into effect in Fall 2008 semester.

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.3**

**DATE: June 13, 2008**

**ACTION REQUESTED:** Grant/Not Grant Initial Approval of InterAmerican College Entry Level Master's Degree Nursing Program

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:**

Dr. Elizabeth Hamel is Interim Program Director.

On February 16, 2007, the BRN accepted a Feasibility Study from InterAmerican College for an Entry Level Master's Nursing Program. The original self-study was submitted in November 2007. Revisions were subsequently submitted in February and April 2008.

C. Mackay, NEC, and M. Minato, NEC, conducted an initial approval visit for the ELM program at IAC on February 15, 2008. The proposed program has one area of noncompliance related to clinical facilities, and two recommendations related to organizational chart and curriculum.

The pre-licensure component of the proposed program runs for three 16-week academic semesters. Concurrent theory and clinical nursing courses are presented in 8 weeks blocks. The pre-licensure curriculum consists of 36 semester units in the art and science of nursing (18 theory and 18 clinical), 6 semester units of communication, and 18 semester units of sciences for a total of 60 semester units required for licensure. After successful completion of these units, a student is eligible to take NCLEX-RN. It will take another 2 years for a full time student to complete the remaining MSN/ NP courses.

Pending approval, the proposed program is positioned to admit 20 students in June 2008. The student population will consist of international educated physicians and others who already have a non-nursing baccalaureate degree. IAC plans to admit 20 students annually.

Four full-time faculty positions have been approved by IAC to support the ELM program: director, assistant director, skills lab coordinator (in year 2 of the program), and one full time faculty member. Part time (PT) faculty will play a critical role in the program. IAC intends to recruit a stable core of PT faculty who will return to teach their specialty for 8 weeks every year. These PT master's prepared faculty will be course lead instructor, lecturer, and clinical faculty. This individual will also function as content expert in that area for the program. PT faculty will also be paid to participate in committee meetings.

With respect to student services, the director and faculty plan to do student advising and assist with review of transfer courses. The admissions office, financial aid, library and computer lab are already in place. Computer software programs and library holdings to meet the needs of the ELM students have an annual budget line.

IAC is located in National City in South San Diego County off the 5 Freeway. IAC has sufficient space to support the program. There is room for faculty offices, and 2 dedicated nursing classrooms are equipped with the latest technology. One of the classrooms will be converted into a simulation lab in year 2 of the program. IAC has consulted with Laerdal for its services. IAC has contracted with Job Corps for an off-site skills lab for the first two years of the program. Some of the equipment and supplies have been donated. In addition, IAC has a yearly budget line for disposable supplies and equipment, and students will purchase individual skills lab kits.

The Wellness Foundation provided funding for ELM program planning. This Foundation has also awarded \$200,000 for program implementation. These funds will be used to build the onsite simulation lab. Student tuition is the major source of ongoing funding for the program: \$750 per unit equaling \$18,000 annually. The budget projections for 3 years out based on full student capacity shows a building of reserve funds.

IAC plans to use Sharp Chula Vista as its primary clinical placement for students (medical/surgical nursing and geriatrics). Psychiatric clinical experiences will be at Sharp Mesa Vista, and pediatric nursing at Children's Hospital San Diego. The required BRN Health Facility Verification Form for Sharp Chula Vista has been completed with separate sheet outlining other programs using the facility. Program will primarily use the weekend slots where no other programs are using the facility at that time. Sharp Mesa Vista will be used for Psy-MH; and Peds experiences are planned at Sharp Chula Vista, La Maestra Family Clinic, and San Ysidro Health Center. No written clinical agreements/contracts have been established at this time.

Following BRN approval, the off-site skills lab should also be re-visited prior to program implementation. Site visits related to new programs should be scheduled.

ELC Recommendation: Grant Initial Approval for InterAmerican College Entry Level Master's Degree Nursing Program. NEC to make a final visit to off-site skills lab prior to program implementation. Interim site visit by NEC to the program one year following the start of first cohort and prior to their graduation.

**NEXT STEPS:** Notify the Program of Board Action.

**FINANCIAL IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Carol Mackay, RN, MN  
Nursing Education Consultant  
760-583-7844

**InterAmerican College  
Entry Level Master's Degree  
Initial Approval Visit  
February 15, 2008**

**Noncompliance**

**Section 1427 – Clinical Facilities**

**Findings:**

The required BRN Health Facility Verification Form (EDP-P-14) for Sharp Chula Vista is incomplete. Information related to average daily patient census and staffing ratio is missing. Current utilization by other nursing programs is also missing. No forms were submitted for Sharp Mesa Vista and Children's Hospital San Diego. No written clinical agreements/contracts have been established.

**Recommendations**

**Section 1424 (c) – Organizational Chart**

Modify organizational chart to reflect all data items in the regulation.

**Section 1426 – Curriculum**

- 1) Revise the course objectives in MSN 509L (Internship) for consistency with the terminal objectives for the pre-licensure portion of the ELM program.
- 2) Submit theory and clinical course syllabi for Community Health Nursing.

**CONSULTANT APPROVAL REPORT**

EDP-S-05 (Rev. 5/01)

Ruth Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080PROGRAM NAME: InterAmerican College  
Entry Level Master's Program

DATES OF VISIT: February 15, 2008

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i><b>WORK COPY</b></i>
<b>I. ADMINISTRATION</b>  SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.  SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.  (1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.  SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	SS pp 56-62	X		The philosophy and program objectives serve as a basis for the curriculum.
	SS pp 7-25	X		Graduate policies and procedures are in place at IAC. Additional pre-licensure policies have been developed for the ELM nursing students.
	SS pp 76-81	X		IAC has developed a Program Evaluation Plan.
	SS p 54	X		<b><u>Recommendation:</u></b> Modify organizational chart to reflect all data items in the regulation.

# APPROVAL CRITERIA

SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pp 26-37	X		<p>IAC plans to admit 20 students annually. The student population will consist of international educated physicians and others who already have a non-nursing baccalaureate degree.</p> <p><u>Faculty:</u> Four full-time faculty positions have been approved to support the ELM program: a director, assistant director, one full time faculty member, and one skills lab coordinator in year 2 of the program. Part-time faculty will be used as needed for lecture and clinical instruction.</p> <p><u>Library:</u> Currently, the library does not have a nursing collection. Nursing texts and books from the revised Brandon Hill list have been budgeted to support the ELM program.</p> <p><u>Staff &amp; Support Services:</u> A .5FTE clerk will support the program. The director and faculty will do advising and review of transfer courses. Admissions and Records office, and Financial Aid and Scholarship are already in place.</p> <p><u>Physical Space and Equipment:</u> IAC has sufficient space to support the program. The library and computer lab already exist. AV materials to support the ELM program have been budgeted. There is room for faculty offices, and two dedicated nursing classrooms equipped with the latest technology. One of the nursing classrooms has been budgeted for a remodel into a simulation lab in year 2 of the program. IAC has consulted with Laerdal for its services. IAC has contracted with Job Corps for an off site skills lab the first two years of the program. Some of the supplies and equipment have been donated.</p> <p>In addition, IAC has a yearly budget line for disposable supplies and equipment, and students will purchase individual skills lab kits.</p> <p><u>Budget:</u> Funding for program planning was provided by the California Wellness Foundation. This foundation has also awarded \$200,000 for program implementation. These funds will be used to build the onsite simulation lab. Student</p>

## APPROVAL CRITERIA

SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.

SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS p 39	X		The permanent program director will have 75-80% administrative time with a teaching assignment.
SS p 45	X		The assistant director will have 3 units per academic semester to perform administrative duties. The assistant director will assume the program director duties in her/his absence. The assistant director will also provide oversight to the skills lab until the skills lab coordinator is hired year 2.
SS pp 24&25	X		The faculty will use committees to conduct its work. These committees are: Faculty (this will include the curriculum committee the first year of the program, then curriculum will be separate committee), Admission and Progression, and Evaluation Committee. FT and PT faculty and students will participate on the committees. It is anticipated that committee size will be small (2-3 faculty members).
SS pp 42	X		The program plans to have content experts in each of the required clinical areas. In some instances, this faculty member will be a part time person who is actually working full time teaching theory and clinical in an eight week period. This person will be responsible for the educational program in that area.
SS pp 50-52	X		The program plans to use preceptors in 2 clinical courses: MSN 507L (Critical Care) and MSN 509L (Internship).
SS pp 42,54	X		Assistant instructors will function under the supervision of the master's prepared lead instructor.



## APPROVAL CRITERIA

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) acuity of patient needs;
- 2) objectives of the learning experience;
- 3) class level of the students;
- 4) geographic placement of students;
- 5) teaching methods; and
- 6) requirements established by the clinical agency.

## II. FACULTY QUALIFICATIONS

### SECTION 1425

A program shall report to the board all changes in faculty including changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members shall possess the following qualifications:

SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.

SECTION 1425(b) The registered nurse director of the program shall have:

- (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;
- (2) A minimum of one year's experience in an administrative position;
- (3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;
- (4) At least one year's experience as a registered nurse providing direct patient care; or
- (5) Equivalent experience and/or education as determined by the board.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
	X		The teacher/student ratio in the clinical setting will be 1/10.
SS pp 38-54	X		Job descriptions for the Director, Assistant Director, Skills Lab Coordinator, Content Expert, and Faculty are in the Appendix.
	X		
	X		Dr. Elizabeth Hamel is the Interim Program Director.
	X		
	X		
	X		
	X		
	X		

## APPROVAL CRITERIA

SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.

SECTION 1425(d) An instructor shall meet the following requirements:

(1) Those set forth in subsections (b)(1) and (b)(4) above; and

(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.

SECTION 1425(e) An assistant instructor shall have:

(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

(2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.

SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.

## III. FACULTY RESPONSIBILITIES

SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
	X		The program has identified an individual who qualifies for the assistant director position. This person will be hired after the program receives BRN approval.
	X		Qualified instructors and assistant instructors have also been identified.
	X		
	X		
	X		
	X		
			NA
	X		
	X		

## APPROVAL CRITERIA

### IV. REQUIRED CURRICULUM; PRIOR APPROVAL

SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.

SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS p 63	X		The pre-licensure component of the ELM nursing program is 12 months long. <b><u>Recommendation:</u></b> 1) Revise the course objectives in MSN 509L (Internship) for consistency with the terminal objectives for the pre-licensure portion of the ELM program.2) Submit theory and clinical course syllabi for Community Health Nursing.
SS pp 62-63	X		The program's unifying themes are: professional nursing (provider of care, communicator, advocate, teacher, manager, professional and researcher), nursing process, health/illness, man and environment.
BRN Forms	X		Total Units for Licensure = 60 semester units
	X		Art & Science of Nursing = 36 semester units Theory = 18 semester units Clinical = 18 semester units
	X		Communication = 6 semester units
	X		Sciences = 18 semester units
	X		Theory and clinical courses are offered concurrently for 8 weeks.
Course Syllabi	X		

## APPROVAL CRITERIA

(1) nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of verbal, written and group communications;

(6) natural sciences including human anatomy, physiology and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
	X		
	X		
	X		
	X		
	X		
	X		
	X		
BRN Forms	X		The pre-licensure component of the ELM program is presented in 3 academic semesters. A semester is 16 weeks long. Nursing courses run for 8 weeks.
	X		
	X		

# APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS	<i>WORK COPY</i>
SS pp 71-73		X	The SS indicates that the program plans to use Sharp Chula Vista as its primary clinical placement. And, that the psychiatric clinical experience would be at Sharp Mesa Vista, and Pediatrics at Children's San Diego.	
		X		
		X	Written agreements/clinical contracts have not been established.	
		X		
		X		
		X		
		X		
		X		
		X		

## V. CLINICAL FACILITIES

SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.

SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.

SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;

(2) Provision for orientation of faculty and students;

(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;

(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;

(5) Provisions for continuing communication between the facility and the program; and

(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

# APPROVAL CRITERIA

	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS	<i>WORK COPY</i>
<b>VI. STUDENT PARTICIPATION</b>  SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:  (1) Philosophy and objectives;  (2) Clinical facilities;  (3) Learning experience; and  (4) Curriculum, instruction and evaluation of the various aspects of the program.  SECTION 1428(b) The program shall have a procedure for resolving student grievances.  SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.	SS p 24	X		The program plans for students to be members of the nursing program committees.	
		X			
	SS p 24	X			
		X		Students will complete course and faculty evaluations after each class.	
		X			
	SS pp 18-21	X		An Informal and Formal Grievance Procedure are available to students.	
	Clinical Evaluation Tools in course syllabi	X		Clinical Evaluation Tools are directly related to course objectives.	
<b>VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS</b>  SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.  SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.				NA	
				NA	

## APPROVAL CRITERIA

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
			NA
			NA
<b>VIII. TRANSFER AND CHALLENGE</b>			
SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:	SS pp 21- 23	X	
SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	X		Challenge and Transfer policies have been established. All pre-requisite nursing courses are transferable from accredited colleges and universities. The residency requirement is 21 units, and a maximum of 30 units may be challenged.
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		

## Section 1427 – Clinical Facilities

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## BOARD OF REGISTERED NURSING

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Ruth Ann Terry, MPH, RN  
Executive Officer

## PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: InterAmerican College	Name of Director/Designee: Dr. Marin de Marin Telephone Number: 619-477-6310
Name of health care facility: Sharp Chula Vista Medical Center Type of health care facility (Acute, OPD, SNF, etc.) ACUTE Average Daily Census for the agency:	Name of Director of Nursing/Designee: Pablo Velez, VP: Patient Care Services Telephone Number: 619-482-5800

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)					X
Average daily census for each area					98
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)					RN = 8 CNAs 28 LVN = 12
Number of students placed in the unit at any one time.					20
Identify shifts and days available for placement of students in the program					3 days 3 shifts

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Pablo Velez	4-23-08
Signature of Program Director/Designee	Date



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The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: InterAmerican College	Name of Director/Designee: Dr. Maria de Marin Telephone Number: 619-477-6310
Name of health care facility: Sharp Chula Vista Medical Center Type of health care facility (Acute, OPD, SNF, etc.) OPD Average Daily Census for the agency:	Name of Director of Nursing/Designee: Pablo Velez, VP Patient Care Services Telephone Number: 619-482-5800

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)			X		
Average daily census for each area			5		
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)			3 RN's		
Number of students placed in the unit at any one time.			5		
Identify shifts and days available for placement of students in the program			2 day 3 shifts		

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Pablo Velez	4-23-08
Signature of Program Director/Designee	Date



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Executive Officer

## PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: InterAmerican College	Name of Director/Designee: Dr. Maria de Marin Telephone Number:
Name of health care facility: Sharp Chula Vista Medical Center Type of health care facility (Acute, OPD, SNF, etc.) SNF Average Daily Census for the agency:	Name of Director of Nursing/Designee: Pablo Velez, BP Patient Care Services Telephone Number: 619-482-5800

	Medical-Surgical	Obstetrics	Pediatrics	Psych-Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)		X			
Average daily census for each area		20			
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)		RN = 15 LVN = 3 CNA = 3			
Number of students placed in the unit at any one time.		10			
Identify shifts and days available for placement of students in the program		2 days 3 shifts			

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Pablo Velez Signature of Program Director/Designee	4-23-08 Date
-------------------------------------------------------	-----------------



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Executive Officer

## PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: InterAmerican College	Name of Director/Designee: Dr. Maria de Marin Telephone Number: 619-477-6310
Name of health care facility: Sharp Chula Vista Medical Center Type of health care facility (Acute, OPD, SNF, etc.):	Name of Director of Nursing/Designee: Pablo Velez, VP Patient Care Services Telephone Number: 619-482-5800
Average Daily Census for the agency:	

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)	2 Peds X				
Average daily census for each area	97				
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)	RN=26 CNA=10				
Number of students placed in the unit at any one time.	30				
Identify shifts and days available for placement of students in the program	2 days 3 shifts				

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives; faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Signature of Program Director/Designee <i>Pablo Velez</i>	Date 4-23-08
--------------------------------------------------------------	-----------------



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Ruth Ann Terry, MPH, RN, Executive Officer

**PROGRAM CLINICAL FACILITY VERIFICATION FORM**

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School:  InterAmerican College	Name of Director/Designee: Dr. Maria de Marin Telephone Number: 619 477-6310
Name of health care facility: Sharp Grossmont <i>Mesa Vista</i> Type of health care facility (Acute, OPD, SNF, etc.) Acute Average Daily Census for the agency:	Name of Director of Nursing/Designee: <i>Cheryl Odell, CNO</i> Telephone Number: <i>858-694-8385</i>

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)				<i>total</i>	
Average daily census for each area				<i>109</i>	
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)				<i>21 9 6</i>	
Number of students placed in the unit at any one time.				<i>10 total</i>	
Identify shifts and days available for placement of students in the program				<i>Wed weekends</i>	

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

**Checklist for starting in a new clinical facility:**

Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.

Signed contract on file, prior to starting

Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting,

agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

<i>Cheryl Odell</i> Signature of Program Director/Designee	<i>5-2-08</i> Date
---------------------------------------------------------------	-----------------------



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Ruth Ann Terry, MPH, RN  
Executive Officer

**PROGRAM CLINICAL FACILITY VERIFICATION FORM**

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: InterAmerican College	Name of Director/Designee: Dr. Elizabeth Hamel Telephone Number: 619-477-7310
Name of health care facility: La Maestra Family Clinic Type of health care facility (Acute, OPD, SNF, etc.) Pediatrics Average Daily Census for the agency: 30	Name of Director of Nursing/Designee: Dr. Elizabeth Hamel Telephone Number: 619-477-7310

	Medical-Surgical	Obstetrics	Pediatrics	Psych-Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)			✓		
Average daily census for each area			30		
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)			2 MA		
Number of students placed in the unit at any one time.			10		
Identify shifts and days available for placement of students in the program			9 to 9 9 to 2 SAT		

Provide the following information on all other schools utilizing your facility: Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
Southwestern college	RN	6			
V E I	MA	1			
Mark College	MA	1			
Pima College	MA	1			

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

 Signature of Program Director/Designee	4-24-08 Date
--------------------------------------------	-----------------





## BOARD OF REGISTERED NURSING

P.O. BOX 944210, SACRAMENTO, CA 94244-2100  
TDD (916) 322-1700  
TELEPHONE (916) 322-3350  
www.m.ca.gov



Ruth Ann Terry, MPH, RN  
Executive Officer

## PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: InterAmerican College	Name of Director/Designee: Dr. Elizabeth Hamel Telephone Number: 619-477-6310
Name of health care facility: San Ysidro Health Center Type of health care facility (Acute, OPD, SNF, etc.) Pediatrics Average Daily Census for the agency: 13	Name of Director of Nursing/Designee: Dr. Elizabeth Hamel Telephone Number: 619-477-6310

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)			X		
Average daily census for each area			13		
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)			1 LVN 1 Medical Assistant		
Number of students placed in the unit at any one time.			2		
Identify shifts and days available for placement of students in the program			Saturdays 8am - 1:00pm		

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Signature of Program Director/Designee <i>El M...</i>	Date April 23, 2008
----------------------------------------------------------	------------------------

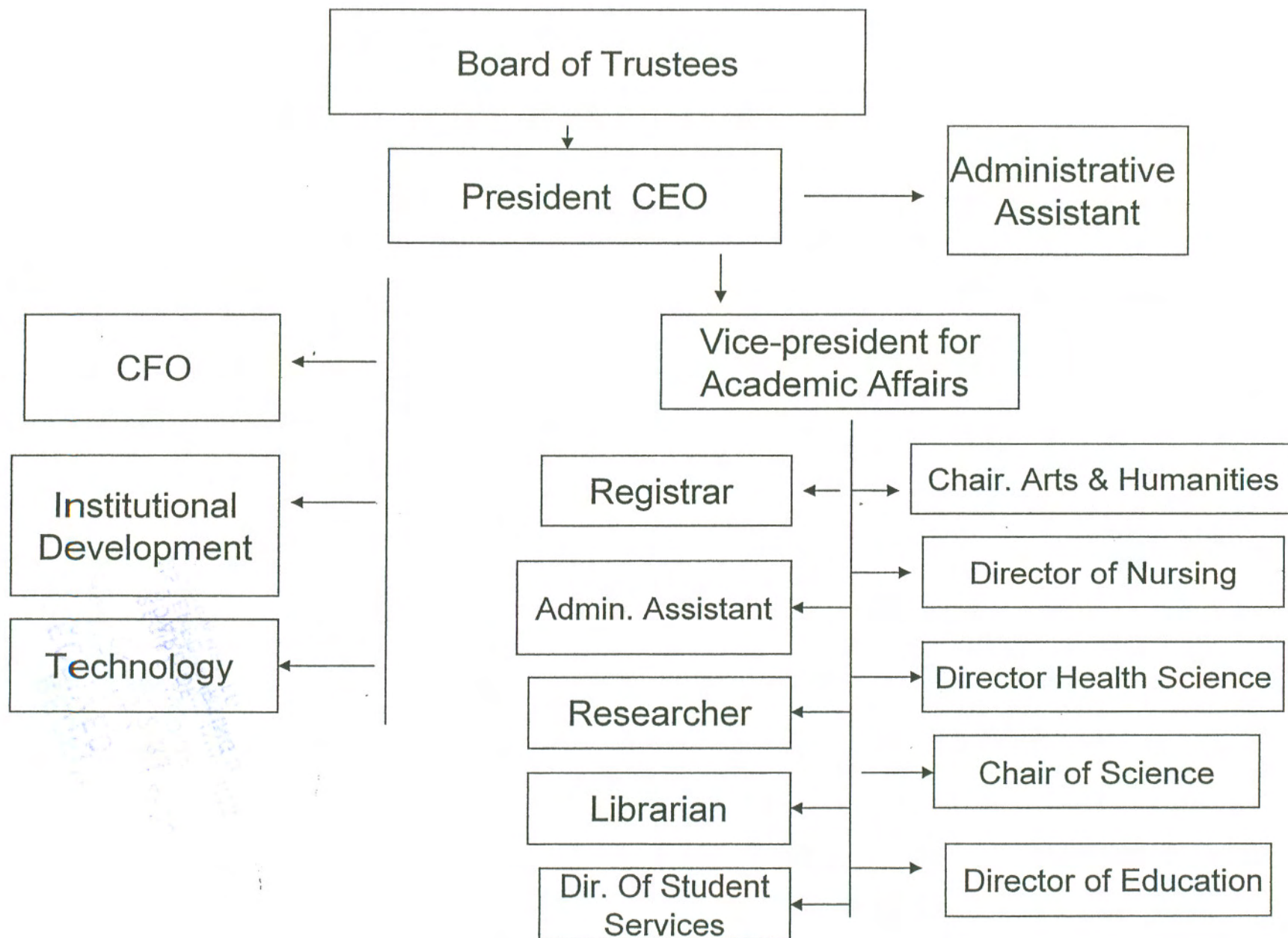
FALL start dates 08-01-06 to 12-31-06								
SITE	Sharp Chula Vista					Sharp Mesa Vista		
SCHOOLS	Azusa Pacific ConCorde Grossmont College Maric-SD National University Point Loma Nazarene Univ San Diego State University Southwestern University					City College National University Point Loma Nazarene Univ San Diego State University Southwestern University		
UNIT INFO  “precept” = Preceptor placement following preceptor schedule	Unit	Shift	# of Students	Type	Days on Site	Shift	# of Students	Days on Site
	3E	Precept	1	ADN	Precept	Days	102	M,T,W,TH,F,Sa
	4E	Days	47	ADN	M,T,TH	PMs	30	T,W,TH,F
	4W	Days	48	BSN	M,T,W,TH,F,			
	5E	Precept	1	BSN	precept			
		Days	12	ADN	W			
	Women's	Days PM Precept	40	BSN	T,W,TH,F			
	ER	Precept	1	ADN	Precept			
	ICU	Precept	8	ADN	Precept			
#'s of Students	158					132		



SPRING start dates 01-01-07 to 06-30-07								
SITE	Sharp Chula Vista					Sharp Mesa Vista		
SCHOOLS	City College Grossmont College Maric-SD National University Point Loma Nazarene Univ San Diego State Univ Southwestern College UCSD					Grossmont College Maric-SD National Univ Point Loma Nazarene Univ San Diego State Univ		
UNIT INFO  “precept” = Preceptor placement following preceptor schedule	Unit	Shift	# of Students	Type	Days on Site	Shift	# of Students	Days on Site
	4E	Days Precept	32	ADN	T, TH	Days	102	M,T,W,TH,F,Sa
						PM	30	T,W,TH,F
	4W	Days Precept	40	ADN BSN	M,T,W,F			
	5E	Days Precept	30	ADN BSN	W,TH,F			
	ER	Days PM Precept	16	ADN BSN	M,Tu precept			
	ICU	Precept	4	ADN BSN	Precpt			
	Womens'	Days Even Precpt	44	ADN BSN	W,TH,F,Sa			
#’s of Students	166					102		

# Section 1424 c

- Organizational Chart of InterAmerican College



**Section 1426-Curriculum for MSN 509L (Internship)**

**InterAmerican College  
Clinical Nursing Internship**



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INTERNSHIP



## MSN 509L

**Instructor:**  
**Office hours:**  
**Phone:**  
**E-mail:**

**Placement of the Course:** Summer Semester, Year I (pre-licensure)

**Pre/Co-Requisites:** Admission to the EL-MSN pathway; successful completion of MSN 500, 500L, 501, 502, 502L, 504, 504L, 505, and 505L; concurrent enrollment in MSN 507, 507L, 508, and 508L; and/or consent of instructor.

**Credit Allocation:** 4 units

### **Course Description:**

This course provides an opportunity for the nurse intern, to incorporate all previous learning and clinical experiences and apply those in selected clinical settings. The nurse intern works the assignment of the Registered Nurse preceptor to begin the process of providing client's care independent of previous strict supervision by faculty. Care will be provided to selected patients, consistent with the expected student's level of clinical experience and abilities. Health teaching will be emphasized throughout.

### **Required Texts:**

Wong, D.L., Hockenberry, M.J., Wilson, D., Perry, S., Lowdermilk, D.L. (2006). *Maternal child nursing care* (3<sup>rd</sup> Ed.). St. Louis, MO: Elsevier-Mosby. (ISBN# 13:978-0-323-02865-35)

### **Recommended Texts**

Betz, C.L. and Sowden, L.A. (2004). *Mosby's pediatric nursing reference* (5<sup>th</sup> Ed.). St. Louis, MO: Elsevier-Mosby. (ISBN# 0-320-0179-X)

Bowden, V.R. & Greenberg, C.S. (2003). *Pediatric nursing procedures* (1<sup>st</sup> Ed.) Philadelphia, PA: Lippincott Williams & Wilkins. (ISBN# 0-7817-3291-3)

Hockenberry, M.J. (2004). *Virtual clinical excursions* (7<sup>th</sup> Ed.). St. Louis, MO: Elsevier-Mosby. (ISBN# 0-320-3282-6)

Any Pediatric Drug Book (i.e., Mosby's Pediatric Drug Consult)

**Course Objectives:** On completion of this internship, students will be able to:

1. Identify behaviors in role models or mentors that are desirable for professional nurses.
2. Use the nursing process and critical thinking skills to provide professional nursing care to assigned clients,
3. Incorporate time management skills for thorough nursing care delivery for multiple clients.

4. Identify the role of the Registered Nurse as a provider and manager of care and as a member within the health care delivery team.
5. Provide care to multiple clients.
6. Demonstrate accountability in the performance of the nursing process.
7. Incorporate nursing theory and patient care standards into nursing practice
8. Deliver quality-nursing care to all patients.
9. Perform all technical nursing skills proficiently required for patients assignments.
10. Implement health promotion and teaching issues as an essential role of the Registered Nurse.
11. Begin to discuss health care delivery with other members of the health care team.
12. Delegate those tasks that can be accomplished by other members of the health care team.
13. Supervise and provide feedback to those individuals who provide care to your assigned patients and are part of your team.
14. Discuss discharge planning with other members of the health care team.
15. Decide which clients need teaching and which patients need follow up by a home care agency.
16. Deliver client teaching when necessary
17. Identify contributions of other health team members when providing direct patient care.

#### **Teaching/Learning Strategies:**

Direct work with preceptor, readings, handouts, case studies, video, computer-assisted instruction, CD-ROM, student-preceptor interactions, written assignments, student-faculty consultation.

#### **Grading Criteria:**

Clinical Performance (180 hours direct patient care)

Completion of ALL required Nursing Internship Documentation (Credit/No-Credit)

#### **To earn course credit students must:**

1. Submit objectives by the third week of the semester.
2. Document completion of hours and experiences (180 hours total) on Clinical Experiences Log and have it signed by preceptor(s).
4. Attend scheduled meetings with Staff Nurse Preceptor and/or faculty.
5. The student must receive "Satisfactory" ratings for all objectives outlined in the Student Evaluation by Preceptor form by the end of the semester (see pp. 7-9).

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NURSING  
2010-11-10  
2010-11-10  
2010-11-10

## **Responsibilities for Evaluation:**

### Student's Responsibilities:

1. Provide Staff Nurse Preceptor with copy of Skills Checklists completed in MSN 509L.
2. Maintain a daily log of activities.
3. Complete the Externship Experiences form with a brief summary of your experience.  
Factors to be addressed are:
  - a. Progress at meeting course objectives
  - b. Problems encountered and solutions reached
  - c. Major benefits of the experience

### Staff Nurse Preceptor's Responsibilities:

1. Complete student evaluations.
2. Meet with student and clinical faculty as needed to plan and evaluate student progress.

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**MSN 509L: Clinical Nursing Internship**

**CLINICAL EXPERIENCE LEARNING CONTRACT**

STUDENT:

SEMESTER:

ADDRESS:

HOME TELEPHONE:

EMAIL:

PRECEPTOR:

BUSINESS TELEPHONE:

CLINICAL AGENCY:

CLINICAL FACULTY:

BUSINESS TELEPHONE:

EMAIL:

PAGER:

**COURSE OBJECTIVES:**

1. Identify behaviors in role models or mentors that are desirable for professional nurses.
3. Use the nursing process and critical thinking skills to provide professional nursing care to assigned clients.
4. Perform selected technical procedures and skills competently.
5. Organize the tasks of the work assignment efficiently without compromising care quality.
6. Incorporate nursing theory and patient care standards into nursing practice.
7. Identify contributions of other health team members when providing direct patient care.
8. Demonstrate accountability in the performance of the nursing process.

**PERSONAL OBJECTIVES:** (Formulated by student)

Using each course objective for MSN 509L, prepare at least one personal objective that will enable you to meet each course objective. You might have more than one personal objective for each course objective. Use attached format to develop personal objectives for the clinical contract. You may attach additional pages. **SEE ATTACHED**

**SIGNATURES:** (All signatures must be obtained before beginning the externship)

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

CLINICAL FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

PRECEPTOR: \_\_\_\_\_ DATE: \_\_\_\_\_



**MSN 509L: Nurse Internship**

**PERSONAL LEARNING OBJECTIVES**

<b>PERSONAL OBJECTIVES</b>	<b>RESOURCES, STRATEGIES &amp; ACTIVITIES</b>	<b>FACILITATOR</b>	<b>EVALUATION METHODS</b>

\*\* Using each course objective for MSN 509L, prepare at least one personal objective that will enable you to meet each course objective. You might have more than one personal objective for each course objective. Use attached format to develop personal objectives for the clinical contract. You may attach additional pages.

## CLINICAL EXPERIENCES LOG

DATE:

[illegible]

**MSN 509L: Clinical Nursing Internship**

**Student Evaluation by Preceptor**

Student's Name: \_\_\_\_\_ Preceptor: \_\_\_\_\_

Date: \_\_\_\_\_

As well as making written comments, please circle if the student is currently satisfactory (S), minimally satisfactory (MS), or unsatisfactory (US) for each of the criteria.

1.     Quality of client care (client assessment, monitoring/prep for lab and procedures etc.)  
      Comments: \_\_\_\_\_ (S, MS, US)
  
2.     Judgment-Problem Solving  
      Comments: \_\_\_\_\_ (S, MS, US)
  
3.     Quantity of client care (# of clients – moderate to high acuity)  
      Comments: \_\_\_\_\_ (S, MS, US)
  
4.     Organization of care  
      Comments: \_\_\_\_\_ (S, MS, US)
  
5.     Client and family advocate  
      Comments: \_\_\_\_\_ (S, MS, US)

6. Nursing skills (meds, IVs, and procedures etc.)  
Comments: (S, MS, US)
7. Communication Skills  
a. Written: charting, care plans (S, MS, US)  
Comments:  
  
b. Verbal: shift reports, interactions with clients, family, MD etc.  
Comments: (S, MS, US)  
  
c. Client/staff teaching  
Comments: (S, MS, US)  
  
d. Discharge planning  
Comments: (S, MS, US)
8. Legal and ethical concepts related to nursing care  
Comments: (S, MS, US)
9. Accountability/ Professional Attitude/Initiative  
Comments: (S, MS, US)

10. Leadership/Management Skills

a. Team Work

Comments:

(S, MS, US)

b. Delegation

Comments:

(S, MS, US)

11. Other comments (please make specific comments regarding student performance here):

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\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Preceptor Signature)

\_\_\_\_\_  
(Date)

University of Illinois  
College of Medicine  
Department of Family Medicine  
1234 N. Dearborn Ave.  
Chicago, IL 60610  
Phone: (773) 834-3000  
Fax: (773) 834-3001  
Email: family@uic.edu



**TOTAL CURRICULUM PLAN - PAGE 1**

EDP-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080

Submit in duplicate

Name of School: InterAmerican College										Date Submitted: 2/2/2008													
Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved													
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:																		
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:													
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:											
										Total		Lecture		Lab		Total Hours							
Quarter/Semester Pre-requisites										M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab	
ENGL 101										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6	0	0	45	0
SPCH 104										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6	0	0	45	0
SOCI 305										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6	0	0	45	0
PSYC 485										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6	0	0	45	0
BIOL 152/L										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	8	1	0	60	30
BIOL 251/L										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	8	1	0	60	30
BIOL 252/L										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	8	1	0	60	30
Total																	24	21	48	3	0	360	90
Quarter/Semester Pre-requisites										M	S	O	C	P	G	**Wk:					Total Hours		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Total																							
Quarter/Semester Year 1/1st Semester										M	S	O	C	P	G	**Wk:					Total Hours		
MSN 500 Foundations										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	3	6	0	0	45	0
MSN 500L Found Lab										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	0	0	3	12-Jan	0	90
MSN 501 Pharm										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	3	6	0	0	45	0
MSN 502 Mental Hlth										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	2	2	5	0	0	30	0
MSN 502L MH Lab										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	2	0	0	2	12	0	60
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Total																	13	8	17	5	24	120	150

\* Number of weeks per semester / quarter

\*\* Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank  
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears



## TOTAL CURRICULUM PLAN - PAGE 2

EDP-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080

Submit in duplicate

Name of School: InterAmerican College										Date Submitted: 2/2/2008						
Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved						
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date:																
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:						
Check appropriate year: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Check: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:				
										Lecture		Lab		Total Hours		
Quarter/Semester										Total Units	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
Year 1/2nd Semester																
MSN 504 M/S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	**Wk:	10	4	4	6	0	0	60	0	
MSN 504L M/S Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	**Wk:	8	4	0	0	4	16	0	120	
MSN 505 OB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:	6	2	2	5	0	0	30	0	
MSN 505L OB Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:	6	2	0	0	2	16	0	60	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Total									12	6	11	6	32	90	180	
Quarter/Semester														Total Hours		
Year 1/3rd Semester																
MSN 507 M/S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	**Wk:	6	2	2	5	0	0	30	0	
MSN 507L M/S Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	**Wk:	6	2	0	0	2	12	0	60	
MSN 508 Peds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:	6	2	2	5	0	0	30	0	
MSN 508L Peds Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:	6	2	0	0	2	12	0	60	
MSN 509I Intern	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:	8	3	0	5	3	12	30	60	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Total									11	4	15	7	36	90	180	
Quarter/Semester														Total Hours		
Year 2/1st Semester																
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	**Wk:									
Total									0	0	0	0	0	0	0	

\* Number of weeks per semester / quarter

\*\* Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank  
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

---

**AGENDA ITEM: 10.4**

**DATE: June 13, 2008**

**ACTION REQUESTED:** Approve/Not Approve California RN Program in Partnership with Out of State Online Program: San Diego State University Baccalaureate Degree Nursing Program in Partnership with University of Oklahoma Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:** Dr. Catherine Todero is nursing program director at San Diego State University.

An amended Memorandum of Understanding (MOU) between the BRN approved San Diego State University (SDSU) Baccalaureate Nursing Program in partnership with the University of Oklahoma (OU) Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program is being presented for approval. The initial MOU between the two institutions describes the responsibilities of both parties and was approved by the Board on June 8, 2007. The MOU between the two institutions describes the responsibilities of both parties. Specifically, this MOU stated that SDSU would offer OU's Community Health clinical nursing course to OU's nursing students on a contract education basis. It, also, indicated that Sharp HealthCare will host the clinical experiences, whenever possible. In addition, Sharp HealthCare will provide office space, and access to a Clinical Simulation Center.

Currently, an amended MOU between the two institutions is being submitted to the Board. The purpose of this amended MOU is to expand both the OU clinical courses that may be accessed through SDSU, and to add clinical placements. In the amended MOU, SDSU will offer all four of OU's clinical nursing courses. These clinical courses will take place at Glendale Adventist Medical Center, in Glendale California, whenever possible.

At its April 18, 2008 Board meeting, the BRN deferred approval of the expanded partnership between San Diego State University and the University of Oklahoma (Glendale Site), because of lack of evidence of an acute care pediatric clinical placement. Program representatives asked to be placed on the May 8, 2008 ELC agenda with the intent of submitting a contract for the pediatric clinical placement and the Required BRN Clinical Facility Verification Form prior to the meeting. The program is working to secure the necessary pediatric acute care experiences within the Glendale area for the UOHSC

The amended MOU details the responsibilities of the two academic institutions, as well as other stakeholders, such as Sharp Healthcare and Glendale Adventist Medical Center. The out of state



nursing program is held to the same standard as California nursing programs. The following list describes key requirements in the amended MOU.

- 1) Both academic institutions are required to meet all applicable State and Federal laws and regulations, as well as healthcare facility requirements.
- 2) Only qualified students, as described in the MOU, will be placed in clinical facilities that have a current BRN approved contract with SDSU. OU students will successfully complete evaluation of clinical skill sets in the clinical nursing laboratory prior to application in the clinical setting.
- 3) OU students will enroll in the OU online nursing theory course concurrent with the clinical course work. The students will be graduates of the OU program, and take the NCLEX as out of state graduates, if they elect to take NCLEX in California.
- 4) The OU students will not displace any existing clinical relationship between a BRN approved nursing program and a clinical facility, as a result of this program.
- 5) The MOU identifies the clinical courses and the instructional model that will be utilized in the clinical area. OU plans to use a traditional instructional model, one faculty for a group of students, in all of the clinical courses with the exception of the preceptorship at the end of the program.
- 6) OU clinical courses using the traditional instructional model are required to establish faculty to student ratios consistent with CCR Section 1424(k), not to exceed a maximum ratio of one faculty per 10 students. OU clinical faculty will have an active, clear, current, California license and hold a master's degree or higher in nursing or related field. Clinical faculty will meet, at a minimum, CCR Section 1425(e).
- 7) The OU preceptorship will meet the California BRN Preceptor Guidelines (9/99). The faculty of record for the OU preceptorship will meet the BRN requirements for instructor (CCR Section 1425(d)). All clinical preceptors used by the program will meet the BRN requirements for assistant instructor (CCR Section 1425(e)).
- 8) OU will provide a Clinical Education Director (CED) in California. The CED will have the same licensing and educational requirements as a clinical faculty member listed above. In addition, this individual will meet the requirements for instructor (CCR Section 1425(d)). The CED's responsibilities are further described in the MOU.
- 9) SDSU will submit reports to the BRN, as required, to monitor the partnership.

With respect to clinical placements for the expanded partnership, a clinical contract and the BRN Clinical Verification Form are in place with Glendale Adventist Medical Center. The acute care pediatric clinical placement has not been finalized. While efforts for securing pediatric experiences in Glendale area continues, in the event that clinical placements for the pediatric experience are unavailable, students enrolled in the UOHSC will fulfill the pediatric experiences at Oklahoma University Medical Center, The Children's Hospital. The MOU has been amended to reflect this

on Pg 4, G “In the event that clinical placements become unavailable in California for a portion of any clinical nursing course, UOHSC will provide for clinical placement in the state of Oklahoma for all affected students. Prior to admission to the program, students will be notified in writing of the potential requirements to attend classes in Oklahoma and the costs associated with this requirement.” A copy of amended MOU, a letter of verification regarding this amendment, and announcement of notice to students were submitted.

The BRN reporting and monitoring procedures related to the partnership have been drafted. These activities will ensure compliance of OU’s nursing program to the BRN requirements.

ELC Recommendation: Approve California RN Program In Partnership With Out Of State Online Program: San Diego State University Baccalaureate Degree Nursing Program in Partnership with University of Oklahoma Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program.

**NEXT:** Notify Program of Board Action

**FINANCIAL IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Carol Mackay, MN, RN  
Nursing Education Consultant  
760-583-7844

# **AMENDED AND RESTATED MEMORANDUM OF UNDERSTANDING**

Between  
**San Diego State University**  
and  
**The University of Oklahoma Health Sciences Center**

This Amended and Restated Memorandum of Understanding (“**Amended MOU**”) between the San Diego State University (“**SDSU**”) and the Board of Regents of the University of Oklahoma Health Sciences Center (“**OUHSC**”) on behalf of the College of Nursing is entered into freely and with joint benefits to both institutions. The understandings contained herein will take effect on April 1, 2008 and will remain in effect for an initial period of two (2) years. This MOU may be extended for additional two (2) year time periods by mutual written agreement of both parties under the same terms and conditions. This Amended MOU pertains to the OUHSC Online Accelerated Bachelor of Science in Nursing Program, and amends and restates the Memorandum of Understanding by and between the parties dated June 1, 2007 in its entirety as follows:

**WHEREAS** The University of Oklahoma (“**OU**”) is a doctoral degree-granting research university founded in 1890; and

**WHEREAS** OU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; and

**WHEREAS** the OUHSC College of Nursing has been approved for operation by the Oklahoma Board of Nursing; and

**WHEREAS** the OUHSC College of Nursing’s online education programs and specifically the Accelerated Bachelor of Science in Nursing program have been approved for out-of-state instruction by the Oklahoma Board of Nursing; and

**WHEREAS** the OUHSC College of Nursing has been continuously accredited by the National League for Nursing Accrediting Commission (“**NLNAC**”) since 1963 and has been accredited through the Fall of 2009 by the NLNAC; and

**WHEREAS** the National League for Nursing has awarded the OUHSC College of Nursing Center of Excellence status for its accomplishments in Creating Environments that Promote Student Learning and Professional Development; and

**WHEREAS** SDSU is a high-quality institution of higher education, founded in 1897 and continuously accredited by the Western Association of Schools and Colleges; and

**WHEREAS** the SDSU-School of Nursing (“**SDSU-SON**”) is approved by the California Board of Registered Nursing to offer prelicensure nursing education; and

**WHEREAS** the SDSU-SON was initially accredited by the Commission on Collegiate Nursing Education (CCNE) in 2001, and is fully accredited by the CCNE through 2016; and

**WHEREAS** OUHSC seeks to affiliate with SDSU for the purposes of securing opportunities for students in OUHSC Online Accelerated Bachelor of Science Nursing program to obtain community health nursing clinical experiences pursuant to OUHSC’s educational programs for students located in San Diego; and

**WHEREAS** OUHSC seeks to affiliate with SDSU for the purposes of securing opportunities for students in OUHSC Online Accelerated Bachelor of Science Nursing program to obtain clinical experiences pursuant to OUHSC's educational programs for students located in the Glendale Area; and

**WHEREAS** SDSU-SON is willing to provide the opportunity for OUHSC Online Accelerated Bachelor of Science in Nursing students to obtain such necessary nursing clinical experience on a contract education basis; and

**WHEREAS** OUHSC and SDSU are willing to work cooperatively in the development of operational plans and the maintenance of necessary records relating to the performance of OUHSC students participating in the approved clinical experiences under this Amended MOU.

**NOW, THEREFORE**, the parties do hereby mutually agree as follows:

**1. SDSU-SON will:**

- A. Assume responsibility for assuring that its nursing education programs comply with the educational standards of all appropriate accrediting and regulatory bodies
- B. Maintain a continuous clinical affiliation agreement with all clinical agencies necessary for providing clinical experiences.
- C. Provide access for clinical opportunities for OUHSC Online Accelerated Bachelor of Science in Nursing students for the OUHSC Clinical IV course (NURS4136), community health nursing component (as further described on Exhibit B) for students in the San Diego area. (All other OUHSC clinical courses in the San Diego area will be provided by Southwestern College.) The students will complete a clinical tracking form for the SDSU-SON which will be kept updated as needed to reflect any student progress or status changes. This course will be open only to qualified OUHSC students as identified by the Clinical Education Director of OUHSC. SDSU-SON will maintain records on OUHSC students that have completed the OUHSC community health nursing component of the clinical course. OUHSC Clinical Education Director will provide course completion documentation to SDSU at the end of each course. Grades will be provided by OUHSC to the Online Accelerated Bachelor of Science in Nursing students.
- D. Provide access for clinical opportunities for OUHSC Online Accelerated Bachelor of Science in Nursing students for four OUHSC clinical courses for students (as described on Exhibit B, the "Courses") located in or near the Glendale, California area ("the Glendale Area"). The students will complete a clinical tracking form for the SDSU-SON which will be kept updated as needed to reflect any student progress or status changes. The Courses will be open only to qualified OUHSC students as identified by the Clinical Education Director of OUHSC. SDSU-SON will maintain records on OUHSC students that have completed the OUHSC nursing component of the clinical course (in San Diego) or clinical courses (in the Glendale Area). OUHSC Clinical Education Director will provide course completion documentation to SDSU at the end of each course. Grades will be provided by OUHSC to the Online Accelerated Bachelor of Science in Nursing students.
- E. Communicate regularly with the OUHSC Clinical Education Director, OUHSC Project Director and other faculty as needed regarding clinical placements as well as student and/or faculty issues relating to clinical placements for the OUHSC Online Accelerated Bachelor of Science in Nursing program.

- F. Comply with all necessary reporting guidelines as established by the California BRN as it otherwise would with the current Bachelor Degree in Nursing Program, and will provide copies of any reports to the California BRN and OUHSC in a timely fashion.
- G. Maintain sufficient insurance in the amounts sufficient to cover its responsibilities under this Agreement.

**2. OUHSC will:**

- A. Assume responsibility for verifying that its nursing education programs comply with the educational standards of all appropriate accrediting and regulatory bodies.
- B. Require that students enrolled in the OUHSC Online Accelerated Bachelor of Science in Nursing program:
  - Will have a baccalaureate degree from an accredited institution with a grade point average of 2.5 or higher on a 4.0 scale.
  - Will have successfully completed all program prerequisites.
  - Will not be assigned clinical placements on units in which they are employed.
  - Will successfully complete evaluation of clinical skill sets in clinical nursing laboratory prior to application in the clinical setting.
  - Will be concurrently enrolled in nursing theoretical content congruent with the clinical course objectives.
- C. Provide to SDSU in confidence all curricula and course syllabi for the Courses. The Courses have been approved by the Oklahoma Board of Nursing (“OBN”) for distance education delivery, and meet the curricular requirements of the California BRN, including those provided in Title 16 (Professional and Vocational Regulations) of the California Code of Regulations.
- D. Concurrently enroll OUHSC students in the Courses for the Online Accelerated Bachelor of Science in Nursing program through The University of Oklahoma. The students will enroll in the theoretical nursing content concurrent with the clinical course work. Students will not be assigned clinical placements on the clinical units in which they are employed. Students will be subject to the written policies and procedures of OUHSC, as amended from time to time. The OUHSC students will also comply with the policies and procedures of the clinical facility. The policies and procedures will be provided to the OUHSC students. The OUHSC Online Accelerated Bachelor of Science Nursing will not displace any existing clinical relationships with any other nursing program as a result of this program (see Exhibit A).
- E. Utilize the traditional model of one instructor with a group of the students for clinical instruction in the Courses. The student /teacher ratio in the Courses will be based on the criteria in CCR Section 1425 (k). The ratio will not exceed ten students per one clinical instructor. All clinical faculty members will have an active, clear, current California RN license, and hold a master’s degree or higher in nursing or a related field. Clinical faculty members will meet, at a minimum, CCR Section 1425(e).
- F. Utilize a preceptor model in the acute care component of the last clinical nursing course, NURS 4136. This OUHSC preceptorship will meet the California BRN Preceptor Guidelines (9/99). The faculty of record for the OU preceptorship will meet the BRN requirements as an instructor

(CCR Section 1425(d)). All clinical preceptors used by this program will meet the BRN requirements for assistant instructor (CCR 1426(e)).

- G. In the event that clinical placements become unavailable in California for a portion of any clinical nursing course, OUHSC will provide for clinical placement in the state of Oklahoma for all affected students. Prior to admission to the program, students will be notified in writing of the potential requirement to attend classes in Oklahoma and the costs associated with this requirement.***
- H. Represent that it is self-insured according to the Oklahoma Governmental Tort Claims Act. OUHSC agrees to furnish verification of professional liability insurance covering the participating Accelerated Bachelor of Science in Nursing students. During the term of this Agreement, OUHSC shall require students to maintain, and each student shall continuously maintain professional liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and with such coverage as may be acceptable to the SDSU. Upon request, OUHSC shall arrange for the students to provide a certificate of insurance to SDSU evidencing such coverage and shall notify the SDSU immediately if any adverse change in coverage occurs for any reason. The policies may not be cancelled or terminated without OUHSC giving SDSU at least 30 days advance notice of cancellation or termination.
- I. Arrange for the provision of a Clinical Education Director (“CED”) in both San Diego and in Glendale, each of whom will be adjunct faculty for OUHSC. Each CED will have an active, clear, current California RN license, and hold a master’s degree or higher in nursing or a related field. Each CED will meet the requirements for faculty per California Nursing Practice Act and California Code of Regulations section 1425(d). Each CED will:
- Orient faculty and students enrolled in the OUHSC Online Accelerated Bachelor of Science in Nursing program to their clinical role and clinical facilities.
  - Promote optimal community health nursing clinical experiences for Online Accelerated Bachelor of Science in Nursing students enrolled in the OUHSC Program under this MOU to operate consistent with the California Nurse Practice Act and California Code of Regulations, clinical facilities policies, and pertinent provisions of the Federal and State laws and regulations at all times.
  - Work cooperatively with the SDSU faculty nurse designee in the development and maintenance of the clinical experiences of students.
  - Act as liaison between SDSU and OUHSC.
- J. Comply with all pertinent provisions of federal and state laws and regulations in the provision of patient care pursuant to this Amended MOU.
- K. Maintain a written agreement with Sharp HealthCare that will ensure student and faculty access to library/information resources, student services, classroom space, and a comprehensive clinical laboratory that includes clinical simulation equipment located at Sharp Cabrillo, 3475 Kenyon St., San Diego, CA.
- L. Maintain a written agreement with any Glendale Adventist Hospital that will ensure student and faculty access to library/information resources, student services, classroom space, and a comprehensive clinical laboratory that includes clinical simulation equipment located at 1509 Wilson Terrace, Glendale, CA.

- M. Maintain an agreement with Orbis Education Services, Inc. who will provide instructional technology and administrative support along with student services on behalf of OUHSC.
- N. Require that Online Accelerated Bachelor of Science in Nursing Students meet required compliance guidelines that includes HIPAA training, a Confidentiality and Non-disclosure Agreement, infection control, and patient safety guidelines/competencies prior to starting in the clinical facilities.
- O. Be the degree granting institution to students who successfully complete all degree requirements for the OUHSC Accelerated Bachelor of Science in Nursing program.

### **3. Courses, Enrollment, Tuition, Fees and Registration of Grades**

- A. The control of the course titles, conceptual framework, course objectives, and content outlines remain with the OUHSC Course Committees.
- B. Students will utilize financial aid only through OUHSC.

### **4. Course Descriptions and Progression Standards**

- A. The total number of credit hours for the entire series of clinical courses is 22. With respect to students in the San Diego area, one component (community health nursing) of a six credit hour course (NURS4136) is to be completed in affiliation with SDSU pursuant to this Amended MOU. All remaining clinical experiences will be provided by Southwestern College. For students in the Glendale Area, all four Courses will be offered in affiliation with SDSU pursuant to this Amended MOU.
- B. OUHSC reserves the right to reorganize the placement of clinical activities and assignments within the clinical courses to better meet progression of the students in the program. OU will inform SDSU of any clinical course changes in advance of implementation within the program.

### **5. Student Recruitment**

- A. Promotional materials will identify the OUHSC Online Accelerated Bachelor of Science in Nursing program only as “The University of Oklahoma College of Nursing Program.”
- B. In marketing materials, the following phrase will be used: “The University of Oklahoma Health Sciences Center, College of Nursing established an affiliation with San Diego State University in order to provide clinical experiences in California for students enrolled in the OUHSC Online Accelerated Bachelor of Science in Nursing program. This affiliation has been approved by the California BRN.” The University of Oklahoma’s name may not be used except as specified above without the prior written approval of the University’s Vice President for Public Affairs.
- C. Recruitment of students will be the responsibility OUHSC. Students who enroll in the courses will be required, as a condition of admission, to agree in writing that their student records will be shared between and available to each institution.

### **6. Miscellaneous**

- A. This Amended MOU shall not create any rights in any third parties, specifically to any students participating in the program. The only parties to this Amended MOU are OUHSC and SDSU.
- B. Student clinical attire will be the OUHSC uniform with a patch signaling the “The University of Oklahoma College of Nursing Program”.
- C. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. seq.) are incorporated into this Agreement and must be included in any subcontracts awarded involving this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, political beliefs, sex, or veteran’s status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran’s Assistance Act of 1974, 38 U.S.C. §4212.
- D. The liability for OU (including its students and faculty) is governed by the terms of the Oklahoma Governmental Tort Claims Act, 51 Okl. St. §§ 151 et seq.
- E. Amendments to this Amended MOU must be in writing and approved by the parties.
- F. This Amended MOU contains the entire agreement of the parties, and no representation, provisions, warranties, term, condition, promise, duty or liability, expressed or implied, shall be binding upon or applied to either party, except as stated in this Amended MOU.
- G. Either institution may terminate this Amended MOU by giving written notice to the designated representative at least 60 days prior to the commencement of a new academic term. Or this Amended MOU can be terminated immediately by mutual written agreement. In no instance will students be left without acceptable completion options.

In addition to other remedies available to it, either party may terminate this Amended MOU immediately upon written notice in the event of material breach of this Amended MOU.

This Amended MOU constitutes the entire Agreement between the parties and supersedes all prior agreements, arrangements and understandings relating to the subject matters hereof. Any modifications hereto shall be valid only if set forth in writing and signed by all parties hereto. This Agreement is executed in duplicate, each of which is to be regarded as an original by both parties.



OUHSC:

Read and Acknowledged:

By: \_\_\_\_\_  
Carole Kenner, DNS, RNC, FAAN  
Dean, College of Nursing

Accepted:

By \_\_\_\_\_  
Lisa C. Asch, MS, MPH, CRA  
Associate Director  
Office of Research Administration

Address:  
1000 Stanton L Young Blvd., LIB 121  
Oklahoma City, OK 73117  
Email: lisa-asch@ouhsc.edu

SDSU:

By \_\_\_\_\_  
Ethan Singer, PhD  
Associate Vice President for Academic Affairs

By \_\_\_\_\_  
Scott Burns  
Associate Vice President for Financial Operations

By \_\_\_\_\_  
Marilyn Newhoff, PhD  
Dean: College of Health and Human Services

By \_\_\_\_\_  
Catherine Todero, PhD, RN  
Director School of Nursing

Address:  
San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182

Email: \_\_\_\_\_

**EXHIBIT B.**  
**OUHSC ONLINE ACCELERATED BACHELOR OF SCIENCE IN NURSING PROGRAM**  
**DESCRIPTION**

The baccalaureate curriculum prepares a beginning level practitioner for general professional nursing practice. As a nurse generalist, the graduate is prepared to provide care for clients throughout the life span in a variety of health care settings and to assume a beginning leadership role in selected health care settings. The importance of applying relevant nursing research findings to practice and the commitment to self-directed life-long learning are emphasized.

The undergraduate curriculum includes the following components:

- Delivery of care in the community;
- Delivery of acute care and ambulatory care;
- Chronic illness, including situations where disability results in lifestyle alterations;
- Health promotion, disease prevention, and early detection of illness;
- Delegation and supervision of care, particularly in a managed care environment; and
- Evidence-based clinical nursing practice.

Four clinical courses complement the 13 didactic courses to ensure attainment of core competencies for the graduate. These four clinical courses are as follows:

**NURS 3025: Clinical Nursing I**

Focus is on practical application and understanding of basic psychomotor, cognitive, and affective nursing skills. Emphasis is on implementation or therapeutic interventions with clients throughout the lifespan, with attention to health promotion, disease prevention and health maintenance in various settings.

*In addition to extensive practice of hands-on skills in the professional practice lab, this clinical course provides for student experiences primarily in acute care medical surgical areas. The clinical course is complemented by accompanying didactic courses in Health Assessment (NURS 3034), introductory concepts such as nursing process, ethical conduct, critical thinking and evidence based practice (NURS 3062) and theoretical concepts related to health promotion, disease prevention and health maintenance of individuals throughout the lifespan (NURS 3034).*

**NURS 3125: Clinical Nursing II**

The focus of this course is on the nursing of individuals within the context of their family and social structure. Clinical experiences will be in a variety of settings.

*In addition to continued practice of hands-on skills in the professional practice lab, this clinical course provides students with experiences in maternal-child health settings as well as additional experiences in acute care medical-surgical and pediatric settings. The clinical course is complemented by accompanying didactic courses aimed at increasing understanding of selected acute and chronic illnesses across the lifespan (NURS 3134), drug therapies (NURS 3182), selected concepts related to maternal-child health (NURS 3143), and nursing care of individuals and families experiencing biopsychosocial and behavioral changes associated with disability (NURS 3162).*

**NURS 4020: Clinical Nursing III**

The focus of this course is on nursing care of individuals with complex conditions which require advanced nursing skills emphasizing restoration from and adaptation to the illness experience in acute and community settings.

*In addition to continued practice in the professional practice lab, this clinical course provides students with clinical experiences in psychiatric/mental health nursing care and critical care nursing. The clinical course is complemented by accompanying didactic courses aimed at increasing understanding of nursing care*

*related mental health and illness (NURS 4043), selected complex illnesses across the life span (NURS 4034) and the research process and evidence-based practice (NURS 4062).*

#### **NURS 4136: Clinical Nursing IV**

The focus is on nursing care for aggregates across the lifespan with an emphasis on coordination of health care in a variety of settings.

*This clinical course is designed as a capstone course gain experience in providing care to populations in both acute care and community settings. In addition to caring for aggregates in the community students learn strategies for influencing health care policy (in San Diego, California this clinical experience is done in affiliation with SDSU). In the second major component of this course students have an intense precepted experience under the supervision of OU faculty. Students not only practice handling a case-load of patients, but also focus on improving delegation and supervision skills (in San Diego, California this clinical experience is done in affiliation with SWC). The course helps students bridge the gap between the “world of school” and the “world of work”. The clinical course is complemented by accompanying didactic courses designed to increase understanding of evidence-based practice and the leadership and management role of the professional nurse (NURS 4134) and current issues affecting nursing and health care (NURS 4152). A third didactic course (NURS 4143) helps promote the synthesis of nursing school of nursing, social and public health sciences which is critical to the development of health promotion, disease prevention and protection strategies for populations.*

A plan of study is attached as Exhibit C.

**EXHIBIT C.**  
**UNIVERSITY OF OKLAHOMA COLLEGE OF NURSING**  
**ONLINE ACCELERATED BACHELOR OF SCIENCE IN NURSING PLAN OF STUDY**

**Session I**

<i>NURS 3025: Clinical Nursing I*</i>	<i>5 credits</i>
NURS 3034: Human Experience in Health	4 credits
NURS 3043: Health Assessment	3 credits
NURS 3062: Introduction to the Philosophy & Logic of Nursing	2 credits
<b>Total</b>	<b>14 credits</b>

**Session II – Intercession**

NURS 3162: Human Experience of Disability	2 credits
<b>Total</b>	<b>2 credits</b>

**Session III**

<i>NURS 3125: Clinical Nursing II*</i>	<i>5 credits</i>
NURS 3134: Human Experience in Acute & Chronic Illness I	4 credits
NURS 3182: Pharmacology in Nursing	2 credits
NURS 4143: Family Focused Nursing	3 credits
<b>Total</b>	<b>14 credits</b>

**Session IV – Intercession**

NURS 4062: Nursing Research	2 credits
<b>Total</b>	<b>2 credits</b>

**Session V**

<i>NURS 4020: Clinical Nursing III*</i>	<i>6 credits</i>
NURS 4043: Psychosocial Nursing	3 credits
NURS 4034: Human Experience in Acute & Chronic Illness II	4 credits
<b>Total</b>	<b>13 credits</b>

**Session VI**

<i>NURS 4126: Clinical Nursing IV**/**</i>	<i>6 credits</i>
NURS 4134: Practice of Leadership	4 credits
NURS 4152: Contemporary Professional Nursing	2 credits.
NURS 4143: Community Focused Nursing	3 credits
<b>Total</b>	<b>15 credits</b>

\* Offered in affiliation with Southwestern College

\*\* Community Health Nursing component offered in affiliation with SDSU-SON

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.5**

**DATE: June 13, 2008**

**ACTION REQUESTED:** Information Only: Volunteer Site Visitor Program for Continuing Approval Visits

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:**

The BRN intends to implement a Volunteer Site Visitor Program for continuing approval visits. This program will provide the opportunity for retired or current nursing program directors to participate in a regularly scheduled full continuing approval visit of a BRN approved pre-licensure nursing program. The BRN's Nursing Education Consultants (NEC) will continue to conduct visits as in the past, and the Volunteer Site Visitors (VSV) will provide assistance.

The goals of the VSV Program include:

- Improvement in the quality and efficiency of continuing approval visits,
- An increase in awareness of the Board's regulations pertaining to nursing programs,
- An increase in sensitivity to the issues that confront nursing education, and
- A better understanding by the NEC and the VSV of the different perspectives that each brings to the continuing approval visit.

Nursing program directors have and will continue to be solicited to participate in the program. To date, a small number of directors have expressed interest in being Volunteer Site Visitors. Criteria will be used to select the VSVs. The criteria include length of time functioning as a program director, and history with the BRN continuing approval process.

The Volunteer Site Visitor program will be implemented in phases. The training session will occur in conjunction with the August 21, 2008 ELC meeting. As well as, the face-to-face session, materials will be posted on the Board's website for reinforcement. The pilot phase will occur in the Fall 2008 with a VSV participating in 2 regularly scheduled full continuing approval visits. Full VSV Program implementation will occur in January 2009.

**NEXT STEPS:** Make information available to Programs.

**FINANCIAL IMPLICATIONS,  
IF ANY:**

VSV Travel to the Initial Training  
VSV Travel to Continuing Approval Visits

**PERSON TO CONTACT:** Carol Mackay, RN, MN  
Nursing Education Consultant  
760-583-7844

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 10.6

**DATE:** June 13, 2008

**ACTION REQUESTED:** Information Only: 2006-2007 BRN Post-Licensure Nursing Program Report

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:**

The BRN first surveyed California post-licensure nursing programs in 2004-2005. The 2006-2007 Post-Licensure Nursing Program Report presents analysis of the 2006-2007 data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in four sections: RN to BSN Programs, MSN Programs, APN Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student and faculty census data.

**NEXT STEPS:** Post on BRN Website

**FINANCIAL IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Carol Mackay, RN, MN  
Nursing Education Consultant  
760-583-7844



# **California Board of Registered Nursing**

## **2006-2007 Annual School Report**

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### **Data Summary and Historical Trend Analysis**

A Presentation of  
Post-Licensure Nursing Education Programs in California

Prepared by:  
Renae Waneka, MPH  
Joanne Spetz, PhD  
Center for the Health Professions  
University of California, San Francisco  
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## **PREFACE**

### **Nursing Education Survey Background**

Development of the 2006-2007 Board of Registered Nursing (BRN) School Survey was the work of the Board's Education Advisory Committee (EAC), which consists of representatives of associate (ADN) and baccalaureate (BSN) nursing education programs, the California Community College Chancellor's Office, the California State University Chancellor's Office and the California Institute of Nursing and Health Care. A list of the EAC members is included in the Appendices. The University of California, San Francisco was commissioned by the BRN to develop the online survey instrument, administer the survey, and report data collected from the survey. Post-licensure programs were surveyed for the first time in 2004-2005. Revisions to the post-licensure sections of the survey may prevent comparability of some data between 2004-2005 and 2006-2007.

Funding for this project was provided by the California Board of Registered Nursing.

### **Organization of Report**

The survey collects data about nursing programs and their students and faculty from August 1 through July 31. Annual data presented in this report represent August 1, 2006 through July 31, 2007. Demographic information and census data were requested for October 15, 2007.

Data from pre- and post-licensure nursing education programs are presented in separate reports and are available on the BRN website. Data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs. Data from previous years of the BRN Annual School Survey illustrate trends in nursing education over the years presented.

Statistics for enrollments and completions represent two separate student populations. Therefore, it is not possible to directly compare enrollment and completion data.

### **Availability of Data**

The BRN Annual School Survey was designed to meet the data needs of the BRN as well as other interested organizations and agencies. A database with aggregate data derived from the pre-licensure portion of the 2006-2007 BRN School Survey will be available for public access on the BRN website. Parties interested in accessing data not available on the website should contact the BRN.

The BRN acknowledges that survey respondents may not have had ready access to some of the data that were being requested. To address this issue, a member of the EAC developed a computer program for tracking most of the required data. The computer tracking program was



distributed to nursing programs in the fall of 2006. Nursing programs that do not have this program may contact the BRN.

## Value of the Survey

This survey has been developed to support nursing, nursing education and workforce planning in California. The Board of Registered Nursing believes that the results of this survey will provide data-driven evidence to influence policy at the local, state, federal and institutional levels.

The BRN extends appreciation to the Education Advisory Committee and all survey respondents. Your participation has been vital to the success of this project.

## Survey Participation

All post-licensure nursing education programs in California were invited to participate in the survey. In 2006-2007, 96.8% (n=30) of the RN to BSN programs responded to the survey, while all programs responded to the MSN and APN and doctoral program surveys. A list of survey respondents is provided in the Appendix.

With the 2007-2008 academic year, the BRN will require that all schools offering an APN program also offer an MSN program. The 2006-2007 survey was revised to combine the MSN and APN survey sections as a reflection of this mandate. Due to these changes, most data for MSN, APN, MSN/APN and Post-MSN programs are combined and presented in aggregate.

The number of post-licensure nursing programs in California has grown since 2004-2005. The number of RN to BSN programs has increased by 15.4% (n=4), MSN and APN programs have increased by 26.9% (n=7), and doctoral programs have grown by 40.0% (n=2).

Program Type	Academic Year		
	2004-2005	2005-2006	2006-2007
RN to BSN	26	27	30
MSN and APN <sup>1</sup>	26	29	33
MSN	26	29	26
APN**	--*	18 <sup>2</sup>	2
MSN/APN	--*	--*	20
Post-MSN	--*	--*	25
Doctoral	5	5	7

\* – not available, data not collected in the given year

\*\*APN – Advanced Practice Nursing Certificate Program

1- Schools in this category can offer more than one of the program types listed. Therefore, the sum of the program types does not equal the total number of schools that offer MSN and APN programs.

2- Due to the structure of the survey in this year, some of these programs may be MSN/APN or APN-only programs.

## DATA SUMMARY AND HISTORICAL TREND ANALYSES

This analysis presents post-licensure program data from the 2006-2007 BRN School Survey in comparison with data from previous years of the survey. Since post-licensure programs offer a range of degrees, this report is presented in four sections: RN to BSN Programs, MSN and APN Programs and Doctoral Programs. Data items addressed include the number of nursing programs, enrollments, completions, and student and faculty census data. Faculty census data are presented separately since they are collected by school, not by program type.

### RN to BSN Programs

From 2004-2005 to 2006-2007, the number of RN to BSN programs that responded to the BRN Annual School Survey increased from 26 to 30. In 2006-2007, 63.3% (n=19) of the programs that reported data are public programs.

#### Number of RN to BSN Programs

	Academic Year		
	2004-2005	2005-2006	2006-2007
<b># Nursing Programs</b>	<b>26</b>	<b>27</b>	<b>30</b>
Public Programs	17	17	19
Private Programs	9	10	11

### Program Information

Most RN to BSN programs use flexible course scheduling such as block schedules and evening and weekend courses as methods of increasing RN access to the program. Many of the programs also use distance education to improve program access.

#### Approaches to Increase RN Access to the Program

Approaches	Academic Year		
	2004-2005	2005-2006	2006-2007
	% of Programs	% of Programs	% of Programs
Flexibility in course scheduling (block schedules, evening/weekend courses)	61.5%	63.0%	66.7%
Teleconferencing, online, and other distance education modes	46.2%	51.9%	60.0%
Partial funding of classes by work setting	30.8%	44.4%	43.3%
Courses provided in work settings	30.8%	37.0%	30.0%

More than half of the RN to BSN programs have direct articulation of ADN coursework to award credit for prior education and experience to their students. Many of the schools also use program advisors and testing to award credit to ADN prepared nurses entering their program. A limited number of programs have a two-plus-two program that operates under a collaborative agreement with an ADN program.

### Mechanisms to Award Credit for Prior Education and Experience

Approaches	Academic Year		
	2004-2005	2005-2006	2006-2007
	% of Programs	% of Programs	% of Programs
Direct articulation of ADN coursework	73.1%	55.6%	73.3%
Specific program advisor	46.2%	59.3%	36.7%
Tests to award credit (NLN achievement tests or challenge exams)	23.1%	40.7%	36.7%
Specific upper division courses	11.5%	37.0%	26.7%
Portfolios to document competencies	15.4%	18.5%	13.3%
Two-plus-two programs	7.7%	18.5%	10.0%

### New Student Enrollments

Admission spaces available for new student enrollments in RN to BSN programs more than doubled from 1,006 spaces in 2004-2005 to 2,296 in 2006-2007. These spaces were filled with a total of 1,438 students, more than doubling new student enrollment from 2004-2005.

Since fewer schools reported the number of admission spaces available for new students in 2005-2006, the new student enrollment was used in its place. Therefore, the percentage of spaces filled in 2005-2006 may be artificially inflated.

### Admission Spaces and New Student Enrollment in RN to BSN Programs

	Academic Year		
	2004-2005	2005-2006	2006-2007
Admission Spaces Available*	1006	1851**	2296
New Student Enrollments	666	1665	1438
% Spaces Filled	66.2%	90.0%	62.6%

\*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

\*\*In 2005-06, fewer schools reported the number of admission spaces available. Since the number of new enrollments was used in these circumstances, the % of spaces filled may be artificially inflated.

Despite the increase in available admission spaces, RN to BSN programs receive more applications requesting entrance into their programs than are accommodated. The number of qualified applications to these programs more than doubled from 2004-2005 to 2006-2007. In 2006-2007, 37.6% (n=865) of qualified applications to RN to BSN programs were not accepted for admission.

The data appear to show that programs have unfilled admission space and qualified applicants that are not enrolling in the program. However, the data actually represent the number of applications applying to these programs, not the number of individuals. Since some of the qualified applicants may have submitted applications to multiple programs and only enrolled at one of them, the percentage of *applicants* not accepted is likely lower than the percentage of *applications* not accepted.

### **RN to BSN Student Admission Applications\***

	Academic Year		
	2004-2005	2005-2006	2006-2007
<b>Qualified Applications</b>	<b>978</b>	<b>3041</b>	<b>2303</b>
<i>Accepted</i>	666	1665	1438
<i>Not Accepted</i>	312	1376	865
% Qualified Applications Not Accepted	31.9%	45.2%	37.6%

\*Since these data represent applications rather than individuals, the increase in qualified applications may not represent an equal growth in the number of individuals applying to nursing school.

### **Student Completions**

The number of students who completed an RN to BSN program in California more than doubled, from 439 in 2004-2005 to 1,044 in 2006-2007.

### **Student Completions**

	Academic Year		
	2004-2005	2005-2006	2006-2007
Completions	439	973	1044

The 2006-2007 data show that it took full-time students an average of 4.1 semesters or 4.5 quarters to complete the RN to BSN program. It took part-time students an average of 6.2 semesters or 8.0 quarters to complete the program.

### **Average Length of Time for RN to BSN Program Completion**

	Academic Year					
	2004-2005		2005-2006		2006-2007	
	Semesters	Quarters	Semesters	Quarters	Semesters	Quarters
<b>Student Type</b>						
Part-time	5.7	8.3	5.6	7.2	6.2	8.0
Full-time	3.9	5.8	3.8	4.0	4.1	4.5

### **Student Census Data**

The total number of students enrolled in RN to BSN programs more than doubled from 1,243 on October 15, 2005 to 3,132 two years later.

### **MSN and APN Programs**

MSN and APN programs are post-licensure programs that offer one or more of the following programs: MSN, APN, MSN/APN or Post-MSN. Data for these four program types are combined and presented in aggregate. Due to changes in this section of the survey over time, some of the historical data are not directly comparable.

There were 33 nursing schools that offered MSN and APN programs in 2006-2007. Of these schools, 57.6% are public programs. More than 75% of these schools offer two or more of the aforementioned post-licensure programs. MSN and Post-MSN programs were more commonly offered than MSN/APN or APN-only programs. Only 6.1% (n=2) of schools offer APN-only programs.

#### Number of MSN and APN Programs

	Academic Year		
	2004-2005	2005-2006	2006-2007
<b># Nursing Schools</b>	<b>26</b>	<b>29</b>	<b>33</b>
MSN	100.0%	100.0%	78.8%
APN	--*	62.1%	6.1%
MSN/APN	--*	--*	60.6%
Post-MSN	--*	--*	75.8%
Public	53.8%	58.6%	57.6%

\* Data not collected in the given year.

#### New Student Enrollments

Admission spaces available for new student enrollments in MSN and APN programs increased by 41.2% (n=588) from 1,426 spaces in 2004-2005 to 2,014 in 2006-2007. These spaces were filled with a total of 1,759 students, a 53.9% (n=616) increase in new student enrollment from 2004-2005.

#### Admission Spaces and New Enrollments in MSN and APN Programs

	Academic Year		
	2004-2005	2005-2006	2006-2007
Spaces Available*	1426	2451	2014
New Student Enrollments	1143	1975	1759
% Spaces Filled	80.2%	80.6%	87.3%

\*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

Despite the increase in available admission spaces, MSN and APN programs receive more applications requesting entrance into their programs than can be accommodated. The number of qualified applications to these programs increased by 29.3% (n=689) from 2004-2005 to 2006-2007. In 2006-2007, 42.2% (n=1284) of qualified applications to MSN and APN programs were not accepted for admission.

The data appear to show that programs have unfilled admission space and qualified applicants that are not enrolling in the program. However, the data actually represent the number of applications applying to these programs, not the number of individuals. Since some of the qualified applicants may have submitted applications to multiple programs and only enrolled at one of them, the percentage of *applicants* not accepted is likely lower than the percentage of *applications* not accepted.

### MSN and APN Student Admission Applications\*

	Academic Year		
	2004-2005	2005-2006	2006-2007
<b>Qualified Applications</b>	<b>2354</b>	<b>3583</b>	<b>3043</b>
<i>Accepted</i>	1143	1975	1759
<i>Not Accepted</i>	1211	1608	1284
% Qualified Applications Not Accepted	51.4%	44.9%	42.2%

\*Since these data represent applications rather than individuals, the increase in qualified applications may not represent an equal growth in the number of individuals applying to nursing school.

### Student Completions

The number of students who completed an MSN and APN program in California increased by 48.9% (n=418), from 854 in 2004-2005 to 1,272 in 2006-2007.

### MSN and APN Student Completions

	Academic Year		
	2004-2005	2005-2006	2006-2007
Student Completions	854	1479	1272

The 2006-2007 data show that it took full-time students an average of 5.1 semesters or 6.7 quarters to complete an MSN and APN program. It took part-time students an average of 6.7 semesters or 9.0 quarters to complete the program.

### Average Length of Time for MSN and APN Program Completion

	Academic Year					
	2004-2005		2005-2006		2006-2007	
<b>Student Type</b>	Semesters	Quarters	Semesters	Quarters	Semesters	Quarters
Part-time	6.9	10.2	6.2	12.9	7.4	9.0
Full-time	5.1	7.0	4.5	6.8	5.1	6.7

### Student Census Data

The total number of students enrolled in MSN and APN programs dropped slightly from 4,355 students on October 15, 2006 to 4,059 a year later.

### Doctoral Programs

Limited data were requested from doctoral programs in 2004-2005. Therefore, some of the data presented only include historical comparisons from the 2005-2006 survey.

Seven nursing doctoral programs submitted data in 2006-2007. Of these programs, 28.6% (n=2) are public.

### Number of Doctoral Programs

	Academic Year		
	2004-2005	2005-2006	2006-2007
# Nursing Programs	5	5	7
Public Programs	2	2	2
Private Programs	3	3	5

### New Student Enrollments

Doctoral programs filled 77.0% (n=57) of their 74 available admission spaces in 2006-2007. Fifteen of the available admission spaces were funded by grants.

### Admission Spaces and New Enrollments in Doctoral Programs

	Academic Year	
	2005-2006	2006-2007
Admission Spaces Available*	89	74
New Student Enrollments	71	57
% Spaces Filled	79.8%	77.0%

\*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

Of the 75 qualified applications to doctoral programs, 24.0% (n=18) were not accepted for admission.<sup>1</sup>

### Student Completions

The number of students who completed a doctoral program in nursing increased by 96.6% (n=28), from 29 students in 2004-2005 to 57 in 2006-2007.

### Doctoral Student Completions

	Academic Year		
	2004-2005	2005-2006	2006-2007
Student Completions	29	42	57

The 2006-2007 data show that it took full-time students an average of 5.0 semesters or 14.3 quarters to complete the doctoral program. It took part-time students an average of 7.5 semesters or 19.0 quarters to complete the program.

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<sup>1</sup> These data were not collected in 2004-2005 or 2005-2006 and, therefore, do not have a historical comparison.

### Average Length of Time for Doctoral Program Completion\*

	Academic Year			
	2005-2006		2006-2007	
Student Type	Semesters	Quarters	Semesters	Quarters
Part-time	10.0	12.0	7.5	19.0
Full-time	8.0	11.3	5.0	14.3

\*Data not collected in 2004-2005.

### Student Census Data

The total number of students enrolled in nursing doctoral programs increased by 15.9% (n=40), from 251 in on October 15, 2005 to 291 two years later.

### Faculty Census Data

Faculty data for post-licensure programs were requested for the first time in the 2005-2006 survey. These data were collected by school, not by degree program. Therefore, faculty data represent post-licensure programs as a whole, not a specific degree program.

Of the 38 schools that offered post-licensure nursing programs in 2006-2007, 68.4% (n=26) use the same faculty that they use for their pre-licensure programs. On October 15, 2007, there were 1,514 total nursing faculty in post-licensure nursing programs. Of these faculty, 39.2% (n=594) were full-time and 60.8% (n=1514) were part-time.

Post-licensure nursing programs reported 96 vacant faculty positions for the 2006-2007 academic year. Of these faculty vacancies, 81.2% (n=78) were for full-time positions and 18.8% (n=18) were for part-time positions. These vacancies represent a 6.0% faculty vacancy rate. Due to changes in how these data were collected in 2005-2006 and 2006-2007, some of the historical data may not be directly comparable.

### Faculty Census Data<sup>1</sup>

	Academic Year	
	2005-2006*	2006-2007 <sup>2</sup>
<b>Total Faculty</b>	<b>1602</b>	<b>1514</b>
Full-time	504	594
Part-time	1058	920
<b>Vacancy Rate**</b>	<b>3.0%</b>	<b>6.0%</b>
Vacancies	49	96

\*In 2005-2006, the sum of full- and part-time faculty did not equal the total faculty reported.

\*\*Vacancy rate = number of vacancies/(total faculty + number of vacancies)

1- Data were reported by school, *not* by degree program.

2- Fewer schools reported faculty data in 2006-2007 than in 2005-2006.



## APPENDICES

### APPENDIX A – List of Survey Respondents by Degree Program

#### *RN to BSN Programs (30)*

Azusa Pacific University  
California Baptist University  
CSU Bakersfield  
CSU Chico  
CSU Dominguez Hills  
\*CSU East Bay  
CSU Fresno  
CSU Fullerton  
CSU Long Beach  
CSU Los Angeles  
CSU Northridge  
CSU Sacramento  
CSU San Bernardino  
\*CSU San Marcos  
CSU Stanislaus  
Holy Names University

Humboldt State University  
Loma Linda University  
Mount Saint Mary's College  
\*National University  
Pacific Union College, Angwin Campus  
San Diego State University  
San Francisco State University  
San Jose State University  
Sonoma State University  
University of California Los Angeles  
University of Phoenix – Northern California  
University of Phoenix – Southern California  
University of San Diego  
\*West Coast University – Los Angeles

#### *MSN Programs (26)*

Azusa Pacific University  
CSU Bakersfield  
CSU Chico  
CSU Dominguez Hills  
CSU Fresno  
CSU Fullerton  
CSU Long Beach  
CSU Los Angeles  
CSU Sacramento  
CSU San Bernardino  
Dominican University  
Loma Linda University  
Mount Saint Mary's College

Samuel Merritt College  
San Diego State University  
San Francisco State University  
San Jose State University  
Sonoma State University  
University of California Los Angeles  
University of California San Francisco  
University of Phoenix - Northern California  
University of Phoenix - Southern California  
University of San Diego  
University of San Francisco  
\*University of Southern California  
Western University of Health Sciences

#### *APN Programs (2)*

Stanford University Primary Care Associate Program  
University of California Davis

#### *MSN/APN Programs (20)*

CSU Bakersfield  
CSU Dominguez Hills  
CSU Fresno  
CSU Fullerton/ Kaiser School of Anesthesia  
CSU Long Beach  
CSU Sacramento  
CSU San Bernardino  
Dominican University  
Holy Names University  
Mount Saint Mary's College

Point Loma Nazarene University  
Samuel Merritt College  
San Diego State University  
San Francisco State University  
Sonoma State University  
University of California San Francisco  
University of Phoenix - Northern California  
University of Phoenix - Southern California  
University of San Diego  
Western University of Health Sciences

\* - New programs in 2006-2007

## **APPENDIX A – List of Survey Respondents by Degree Program**

### *Post-MSN Programs (25)*

Azusa Pacific University  
CSU Bakersfield  
CSU Dominguez Hills  
CSU Fresno  
CSU Long Beach  
CSU Los Angeles  
CSU Sacramento  
Dominican University  
Harbor-UCLA Nurse Practitioner Program  
Holy Names University  
Loma Linda University  
Mount Saint Mary's College  
Point Loma Nazarene University

Samuel Merritt College  
San Diego State University  
San Francisco State University  
San Jose State University  
Sonoma State University  
University of California Irvine  
University of California Los Angeles  
University of California San Francisco  
University of Phoenix - Northern California  
University of Phoenix - Southern California  
University of San Diego  
Western University of Health Sciences

### *Doctoral Programs (7)*

Azusa Pacific University  
Loma Linda University  
University of California Los Angeles  
University of California San Francisco  
University of San Diego  
\*University of San Francisco  
\*Western University of Health Sciences

\* - New programs in 2006-2007

## **APPENDIX B – BRN Education Advisory Committee Members**

### **BRN Education Advisory Committee Members**

#### **Members**

Sherry Fox, Chair	California State University Chico
Sue Albert	College of the Canyons
Jim Comins	California Community College Chancellor's Office
Margaret Craig	Napa Valley College
Allison Jones	California State University Chancellor's Office
Deloras Jones	California Institute of Nursing and Health Care
Diane Welch	Retired ADN Program Director
Barbara Whitney	California Community College Chancellor's Office

#### **Organization**

#### **Ex-Officio Members**

Ruth Ann Terry	California Board of Registered Nursing
Louise Bailey	California Board of Registered Nursing

#### **Project Manager**

Carol Mackay	California Board of Registered Nursing
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